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The Importance of Reading Skills in English Language Development

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ABSTRACT

Reading is widely acknowledged as one of the most essential skills in English language learning because it serves as a primary source of linguistic input and supports the development of other language skills. This article examines the importance of reading skills in English language development and explores how reading contributes to vocabulary acquisition, grammatical competence, reading comprehension, critical thinking, academic achievement, and overall language proficiency. Drawing on recent studies published between 2021 and 2025, the article highlights the significant role of reading in providing learners with exposure to authentic language use and meaningful communication contexts. Research has consistently demonstrated that learners who engage in regular reading activities tend to develop broader vocabulary knowledge, stronger comprehension abilities, and greater confidence in using English. Furthermore, reading promotes learner autonomy by enabling students to access information independently and interact with various forms of written discourse beyond the classroom environment. The article also discusses the relationship between reading and the development of other language skills, including writing, speaking, and listening, emphasizing the interconnected nature of language learning. In addition, several effective strategies for improving reading proficiency are reviewed, such as extensive reading, intensive reading, vocabulary-building activities, and the integration of digital reading resources.

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Introduction

Reading is widely recognized as one of the most fundamental skills in language learning because it provides learners with access to vocabulary, grammar, discourse structures, and cultural knowledge that support overall language development. In the context of English as a Foreign Language (EFL) and English as a Second Language (ESL), reading serves not only as a means of acquiring information but also as a primary source of linguistic input. According to Schmidtke et al. (2024), sustained engagement with English texts contributes to L2 reading speed development. Their longitudinal study demonstrated that learners who read more English texts tended to make greater gains in reading speed over time.

The importance of reading has become increasingly relevant in modern language education because English learners are required to process large amounts of information

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through written texts. Reading allows learners to encounter authentic language forms that may not always appear in classroom interaction. Vettori et al. (2024) argue that reading comprehension is closely associated with linguistic knowledge, cognitive abilities, higher-order thinking skills, and self-regulation, all of which contribute to successful English language development. Their systematic review highlights that effective reading involves more than decoding words; it requires learners to integrate vocabulary knowledge, background information, inference-making skills, and strategic thinking.

Recent educational research has emphasized that reading is not an isolated skill but rather a central component connecting listening, speaking, and writing. Studies indicate that learners who regularly engage in reading activities tend to demonstrate stronger performance in other language domains. Reading exposes students to sentence structures, text organization, and language patterns that later influence their written and spoken communication. Evidence from a multilevel meta-analysis conducted by Cho et al. (2021) indicates that reading interventions can yield meaningful improvements in reading outcomes among English language learners, with effects varying according to intervention characteristics.

Furthermore, reading provides learners with extensive opportunities for vocabulary acquisition. Vocabulary growth is essential because vocabulary knowledge strongly predicts language proficiency and academic success. Wang and Zhang (2025) found reciprocal relations between vocabulary breadth and reading comprehension, while vocabulary depth also made significant contributions to comprehension across stages of development. This relationship highlights how vocabulary knowledge and reading comprehension can reinforce language development over time.

Another reason reading is crucial lies in its role as a source of comprehensible input. Language acquisition theories suggest that learners develop language competence when they are exposed to meaningful input slightly above their current proficiency level. Through reading, students encounter authentic language in various contexts, allowing them to infer meanings, recognize patterns, and internalize grammatical structures naturally. Chen (2023) notes that reading comprehension instruction remains one of the most important aspects of English language teaching because reading provides learners with opportunities to interact with meaningful language while simultaneously developing cognitive and metacognitive skills.

In recent years, scholars have increasingly focused on the relationship between reading and higher-order language skills. Reading encourages learners to analyze information, evaluate arguments, synthesize ideas, and construct meaning from texts. These cognitive processes are essential for academic literacy and advanced language use. According to Tong et al. (2025), syntactic skills play a critical role in reading comprehension across languages, indicating that successful readers develop a deeper understanding of language structures that support overall linguistic competence.

Motivation also plays a significant role in reading development. Learners who enjoy reading and engage with texts voluntarily often demonstrate stronger language growth than those who read only for academic requirements. Research by Li and Gan (2022) revealed that reading motivation, self-regulated reading strategies, and

vocabulary knowledge are important predictors of English reading comprehension. Their findings suggest that students who are motivated to read are more likely to employ effective learning strategies, which ultimately enhance their language proficiency.

The significance of reading becomes even more apparent when considering challenges faced by EFL learners. Many students struggle with unfamiliar vocabulary, complex sentence structures, and limited exposure to authentic English materials. Such difficulties often lead to reading anxiety, which may negatively affect comprehension and learning outcomes. Riana and Ningrum (2025) explain that reading anxiety can reduce learners' confidence, motivation, and willingness to engage with texts, thereby hindering language development. Their review highlights the importance of creating supportive reading environments that encourage learners to read confidently and consistently.

Moreover, reading contributes to language development by fostering learner autonomy. Unlike classroom conversations that depend on interaction with teachers or peers, reading can be performed independently at any time and in any place. Through extensive reading, learners gain control over their own learning process and can select materials that match their interests and proficiency levels. Contemporary studies have shown that sustained reading habits positively influence language learning because learners receive repeated exposure to linguistic forms in meaningful contexts. Schmidtke et al. (2024) reported that greater reading experience was associated with larger gains in L2 reading speed during a long-term instructional program.

Additionally, reading plays a vital role in academic success because it serves as the foundation for learning across disciplines. Students must read textbooks, research articles, reports, and digital resources to acquire knowledge in various subject areas. Consequently, strong reading skills enable learners to access information efficiently and participate successfully in academic environments. Educational researchers consistently identify reading comprehension as one of the strongest predictors of academic achievement because it supports learning in virtually all educational contexts.

In today's digital era, the importance of reading extends beyond traditional print materials. Learners encounter information through websites, online articles, e-books, academic databases, and social media platforms. As a result, reading literacy has become essential for navigating digital environments and evaluating information critically. Effective readers are better equipped to identify reliable sources, interpret complex information, and engage with diverse perspectives. These skills are increasingly important in a globalized world where English functions as a major language of communication, education, and technology.

Given the substantial evidence demonstrating the relationship between reading and language acquisition, reading skills occupy a central position in English language development. Reading facilitates vocabulary growth, grammatical awareness, critical thinking, academic achievement, and learner autonomy while simultaneously supporting the development of listening, speaking, and writing skills. Therefore, understanding the importance of reading is essential for educators, researchers, and learners seeking to improve English language proficiency. This article aims to explore the role of reading skills in English language development, examine their contribution

to various aspects of language learning, and discuss effective strategies for fostering reading proficiency among English language learners.

Method

This study employed a qualitative library research design to examine the importance of reading skills in English language development. This design was selected because the study sought to synthesize existing scholarly evidence rather than collect primary data from participants. The data were obtained from relevant journal articles and academic publications published between 2021 and 2025, with particular attention to studies addressing reading comprehension, vocabulary acquisition, grammatical development, and broader English language proficiency. The selected literature focused primarily on EFL and ESL contexts. Sources were considered relevant when they provided empirical findings, systematic reviews, or theoretical discussions directly related to the contribution of reading to language learning and the development of other language skills.

The collected literature was analyzed using qualitative content analysis. Each source was reviewed to identify recurring findings and key themes concerning the contribution of reading to vocabulary growth, grammatical competence, reading comprehension, critical thinking, academic achievement, learner autonomy, and overall language proficiency. Similar findings across studies were grouped into thematic categories and subsequently compared and synthesized to identify common patterns and relationships. Attention was also given to reading strategies, including extensive reading, intensive reading, contextual vocabulary learning, and comprehension strategy instruction. Through this analytical process, the study developed an integrated understanding of how reading supports English language development and how regular engagement with written texts may contribute to learners' linguistic, cognitive, and communicative competence.

Results

The findings of this study indicate that reading skills play a crucial role in English language development. Regular reading activities significantly contribute to vocabulary acquisition, grammatical competence, reading comprehension, and overall language proficiency. Learners who engage frequently with English texts are exposed to authentic language use, allowing them to expand their vocabulary, recognize grammatical patterns, and improve their understanding of written discourse. The literature also reveals a strong reciprocal relationship between reading and language development, where increased reading practice leads to better language proficiency, and improved language skills further enhance reading comprehension.

Furthermore, the study demonstrates that reading positively influences the development of other language skills, including writing, speaking, and listening. Reading provides learners with models of effective language use, enriches their background knowledge, and promotes critical thinking and learner autonomy. Effective strategies such as extensive reading, intensive reading, contextual vocabulary learning, and the use of

comprehension strategies were found to support reading improvement. Overall, the results suggest that reading is not merely a receptive skill but a fundamental component of successful English language learning, contributing to both academic achievement and communicative competence.

Discussion

The Concept of Reading Skills

Reading is generally defined as a complex cognitive process involving the construction of meaning from written texts (Chen, 2023). It requires readers to recognize words, understand sentence structures, activate background knowledge, and apply various cognitive and metacognitive strategies to comprehend information effectively. In the field of English language learning, reading is often viewed as a foundational skill because it facilitates language acquisition and supports the development of other language competencies. According to Vettori et al. (2024), reading comprehension involves the interaction of linguistic knowledge, cognitive processes, and strategic behaviors that enable learners to construct meaning from texts. This perspective highlights that reading extends beyond simple word recognition and requires active engagement with written information.

Recent studies emphasize that reading is a multidimensional process that integrates lower-level and higher-level skills. Lower-level skills include decoding, vocabulary recognition, and syntactic processing, while higher-level skills involve inference-making, critical analysis, and interpretation. Tong et al. (2025) argue that successful reading comprehension depends significantly on syntactic awareness, as learners must understand grammatical relationships within sentences to extract meaning accurately. Their findings suggest that language structure knowledge is a crucial predictor of reading success across different educational contexts.

Furthermore, reading is considered an interactive process between the reader and the text. Readers actively construct meaning by connecting textual information with their prior experiences and knowledge (Chen, 2023; Vettori et al., 2024). This view aligns with contemporary theories of reading that emphasize the role of schema activation in comprehension. When learners possess sufficient background knowledge related to a topic, they are more likely to understand and interpret texts effectively. Therefore, reading instruction should focus not only on linguistic features but also on strategies that help learners connect new information with existing knowledge.

Reading and Vocabulary Development

Vocabulary knowledge is a central component of language proficiency and reading comprehension (Wang & Zhang, 2025; Zhu et al., 2024). A substantial body of research indicates that reading plays a crucial role in vocabulary development because learners repeatedly encounter words in meaningful contexts. Through repeated exposure, learners gradually acquire word meanings, collocations, grammatical functions, and pragmatic usage.

According to Wang and Zhang (2025), vocabulary breadth and reading comprehension showed reciprocal relations over time, whereas vocabulary depth

contributed to reading comprehension without the same reciprocal pattern. These findings indicate that different dimensions of vocabulary knowledge relate to reading comprehension in distinct ways and can support continued language development.

The contextual nature of vocabulary learning through reading offers several advantages over rote memorization. When words appear within meaningful texts, learners can infer meanings from context, observe usage patterns, and understand semantic relationships. This process contributes to deeper lexical knowledge and long-term retention. Recent meta-analytic evidence also indicates that reading in digital environments can produce substantial gains in L2 vocabulary learning (Zhu et al., 2024).

Additionally, extensive reading exposes learners to a wide variety of lexical items that may not appear in classroom materials. Academic texts, novels, newspapers, blogs, and online articles provide opportunities to encounter specialized vocabulary and authentic language expressions. As a result, reading enables learners to expand both their receptive and productive vocabulary knowledge, which ultimately enhances overall language proficiency.

Reading Comprehension and Language Development

Reading comprehension is a central component of language development because it reflects learners' ability to understand, interpret, and evaluate written information. Comprehension requires the integration of multiple linguistic and cognitive skills, including vocabulary knowledge, grammatical awareness, inference-making, and critical thinking.

Vettori et al. (2024) emphasize that reading comprehension is influenced by both linguistic and cognitive factors. Their review suggests that successful comprehension depends on learners' ability to coordinate various processes simultaneously, including decoding, information integration, monitoring understanding, and applying reading strategies. Consequently, reading comprehension is often regarded as a comprehensive indicator of language proficiency.

The relationship between reading comprehension and language development is dynamic. Stronger vocabulary knowledge can facilitate comprehension, while reading comprehension can, in turn, support growth in vocabulary breadth (Wang & Zhang, 2025). Learners who comprehend texts effectively are more likely to acquire new vocabulary, recognize grammatical patterns, and develop discourse awareness. Over time, these gains contribute to broader language competence.

Recent educational research has also highlighted the role of metacognitive strategies in reading comprehension. Effective readers monitor their understanding, identify comprehension difficulties, and employ strategies to resolve misunderstandings. Such strategic behavior not only improves reading performance but also fosters independent learning. Therefore, reading instruction should include explicit training in metacognitive strategies to support language development.

Reading and Other Language Skills

Reading is closely connected to the development of listening, speaking, and writing skills. Although traditionally classified as a receptive skill, reading contributes

significantly to productive language abilities by providing models of language use and exposing learners to diverse linguistic structures.

Writing development, in particular, benefits substantially from reading exposure. Through reading, learners encounter various text types, organizational patterns, and rhetorical structures that can later be applied in their own writing. Research indicates that students who read extensively often produce more coherent and linguistically sophisticated written texts. Exposure to well-structured writing provides implicit instruction in grammar, vocabulary usage, and discourse organization.

Reading also supports speaking development by expanding learners' vocabulary and increasing their familiarity with language expressions. Learners who regularly read English texts acquire linguistic resources that can be utilized during oral communication. Furthermore, reading promotes background knowledge, enabling learners to participate more confidently in discussions on diverse topics.

Similarly, reading contributes to listening development because both skills involve comprehension processes. Many cognitive mechanisms employed during reading, such as prediction, inference-making, and monitoring comprehension, are also relevant to listening. Therefore, strengthening reading skills may indirectly support listening performance and overall communicative competence.

Challenges in Reading Development

Despite its importance, many English learners face significant challenges in reading. Common difficulties include limited vocabulary knowledge, insufficient background knowledge, complex sentence structures, and reading anxiety. These factors can negatively affect comprehension and reduce learners' willingness to engage with texts.

Riana and Ningrum (2025) note that reading anxiety remains a persistent issue among EFL learners. Students often experience stress when confronted with unfamiliar vocabulary or lengthy academic texts. Such anxiety may impair comprehension performance and diminish motivation to read. Addressing reading anxiety is therefore essential for promoting effective language learning.

Digital reading environments present additional challenges. Although technology has increased access to reading materials, online texts often contain distractions that can interfere with comprehension. Learners must develop digital literacy skills to navigate information effectively and evaluate source credibility. Consequently, modern reading instruction should address both traditional and digital reading competencies.

Another challenge involves the growing diversity of learner backgrounds and proficiency levels. Teachers must accommodate varying needs and provide differentiated support to ensure that all learners can benefit from reading activities. Effective reading instruction therefore requires flexible approaches that consider learners' individual characteristics and learning contexts.

The Role of Reading Skills in English Language Development

Reading skills play a central role in English language development because they provide learners with opportunities to acquire linguistic knowledge, develop cognitive

abilities, and improve overall communicative competence. In both English as a Foreign Language (EFL) and English as a Second Language (ESL) contexts, reading serves as a primary channel through which learners encounter authentic language use. Through regular engagement with written texts, learners are exposed to vocabulary, grammar, discourse structures, and cultural information that contribute significantly to language acquisition. As a result, reading is often regarded as one of the most influential factors in determining English language proficiency.

Reading and Grammatical Development

Reading also contributes significantly to grammatical development. Grammar is an essential component of language proficiency because it enables learners to construct meaningful and accurate messages. While explicit grammar instruction remains important, reading provides learners with continuous exposure to grammatical structures in authentic contexts.

When learners read regularly, they encounter various sentence patterns, verb forms, clauses, and discourse structures. This repeated exposure allows them to internalize grammatical rules and recognize how language functions in real communication. Rather than learning grammar as isolated rules, learners observe how grammatical structures operate within meaningful texts. Such exposure promotes implicit learning, which often results in a more natural understanding of language use.

Research suggests that skilled readers develop stronger syntactic awareness than less proficient readers. Tong et al. (2025) found that syntactic knowledge plays a crucial role in reading comprehension across languages. As learners process increasingly complex texts, they become more familiar with sophisticated grammatical constructions, which may also strengthen their awareness of how grammar functions in extended discourse. Therefore, reading serves as an important mechanism through which grammatical competence can develop over time.

Moreover, exposure to diverse genres allows learners to observe variations in language use. Academic texts, literary works, news articles, and digital media employ different grammatical patterns and stylistic features. Through reading, learners gain a broader understanding of how grammar adapts to different communicative purposes and contexts.

Reading and the Development of Writing Skills

The relationship between reading and writing has been widely documented in language education research. Reading provides learners with models of effective writing that can be emulated in their own compositions. Through exposure to various texts, learners become familiar with organizational structures, rhetorical patterns, vocabulary choices, and stylistic conventions.

Students who read extensively often demonstrate stronger writing performance because they have access to a larger repertoire of linguistic resources. Reading helps learners understand how ideas are introduced, developed, supported, and concluded within texts, and research with EFL learners has demonstrated a reciprocal relationship

between reading and writing performance (Kim & Pae, 2023). As a result, learners may become better equipped to organize their own writing logically and coherently.

Furthermore, reading contributes to the development of academic writing skills. Academic texts expose learners to formal language, discipline-specific vocabulary, and argumentation techniques that are essential for academic success. By analyzing how authors construct arguments and present evidence, learners develop a deeper understanding of academic discourse conventions.

Reading also improves grammatical accuracy and lexical sophistication in writing. Learners who frequently encounter well-written texts tend to incorporate more varied sentence structures and precise vocabulary into their own compositions. Consequently, reading serves as an indirect yet powerful form of writing instruction that enhances both the quality and effectiveness of written communication.

Reading and Speaking Development

Although speaking and reading are often viewed as separate skills, they are closely interconnected. Reading contributes to speaking development by expanding learners' vocabulary, increasing their background knowledge, and exposing them to authentic language expressions.

One of the primary challenges faced by English learners is the inability to express ideas due to limited vocabulary. Reading addresses this issue by providing learners with access to a wide range of lexical items and expressions that can later be used in oral communication. Through repeated exposure to words and phrases in context, learners become more confident in incorporating them into conversations.

Additionally, reading enhances learners' understanding of language structures and discourse patterns. Exposure to dialogues, narratives, argumentative texts, and informational articles provides examples of how language is used for different communicative purposes. Such knowledge can support the development of speaking fluency and accuracy by expanding learners' linguistic resources and familiarity with discourse patterns.

Reading also contributes to content knowledge, which is essential for meaningful communication. Learners who read widely possess greater knowledge about social issues, scientific developments, cultural practices, and global events. This knowledge enables them to participate more actively in discussions and communicate their ideas effectively. Therefore, reading supports speaking development not only by improving linguistic competence but also by expanding intellectual and cultural awareness.

Reading and Listening Development

Reading skills also influence listening comprehension because both skills involve similar cognitive processes. Readers and listeners must decode language, activate background knowledge, make inferences, and construct meaning from incoming information. Consequently, improvements in reading often contribute to improvements in listening.

When learners develop strong vocabulary knowledge through reading, they are better able to recognize words during listening activities. Similarly, familiarity with

grammatical structures gained through reading facilitates the processing of spoken language. Learners who have encountered language patterns repeatedly in written texts can more easily understand them when they appear in oral communication.

Furthermore, reading develops comprehension strategies that are transferable to listening contexts. Skills such as predicting content, identifying main ideas, recognizing supporting details, and monitoring understanding are relevant to both reading and listening. As learners become more proficient readers, they often demonstrate greater effectiveness in listening comprehension tasks.

The reciprocal relationship between reading and listening highlights the integrated nature of language development. Rather than functioning independently, language skills support and reinforce one another. Reading therefore contributes to broader communicative competence by strengthening the cognitive and linguistic foundations required for successful listening.

Reading and Academic Achievement

Academic success is closely linked to reading proficiency. In educational settings, reading serves as the primary means through which students access information, acquire knowledge, and complete academic tasks. Students are expected to read textbooks, research articles, assignments, and digital resources across various disciplines.

Strong reading skills enable learners to comprehend academic materials effectively and learn independently. Students who struggle with reading often experience difficulties in multiple subject areas because they cannot fully access instructional content. Conversely, proficient readers are better able to understand complex concepts, follow instructions, and engage with academic texts.

Research consistently identifies reading comprehension as one of the strongest predictors of academic performance. Learners with advanced reading skills generally achieve higher levels of success in language courses and other academic disciplines. Reading proficiency supports knowledge acquisition, problem-solving, and critical analysis, all of which are essential components of academic achievement.

Moreover, academic reading develops discipline-specific literacy skills that prepare learners for higher education and professional environments. The ability to understand scholarly texts, analyze information, and synthesize knowledge is increasingly important in contemporary society. Therefore, reading serves as a crucial foundation for lifelong learning and academic success.

Strategies to Improve Reading Skills in English Language Learning

Developing strong reading skills is essential for English language learners because reading contributes significantly to vocabulary acquisition, grammatical competence, and overall language proficiency. To enhance reading abilities effectively, learners need to engage in appropriate reading practices and apply strategies that support comprehension and language development.

One of the most effective strategies for improving reading skills is extensive reading. Extensive reading involves reading large amounts of material for general understanding and enjoyment. Learners are encouraged to choose texts that match their

interests and language proficiency levels, such as novels, short stories, magazines, blogs, or online articles. Through regular exposure to meaningful texts, learners encounter new vocabulary and grammatical structures in authentic contexts. Research suggests that extensive reading improves reading fluency, increases vocabulary knowledge, and promotes positive attitudes toward reading. Moreover, when learners enjoy what they read, they are more likely to develop a lifelong reading habit that supports continuous language growth.

Another important strategy is intensive reading, which focuses on detailed analysis and comprehension of shorter texts. Unlike extensive reading, intensive reading requires learners to examine vocabulary, sentence structures, and specific information carefully. This approach helps students develop critical reading skills and improve their understanding of complex texts. Teachers can support intensive reading by providing comprehension questions, vocabulary exercises, and discussion activities that encourage deeper engagement with the text.

Building vocabulary through context is also essential for reading development. Instead of memorizing isolated word lists, learners should attempt to infer the meanings of unfamiliar words from surrounding sentences and paragraphs. Learning vocabulary in context allows learners to understand how words are used naturally and improves long-term retention. Keeping a vocabulary journal can further support learning by helping students record new words, definitions, and example sentences encountered during reading activities.

In addition, learners should be taught reading comprehension strategies that enable them to become more effective readers. Strategies such as predicting, summarizing, questioning, and monitoring comprehension help learners interact actively with texts. For example, predicting the content of a text before reading activates prior knowledge and increases engagement. Summarizing helps learners identify main ideas, while questioning encourages deeper thinking about the information presented. Monitoring comprehension allows learners to recognize misunderstandings and apply corrective strategies when necessary.

Motivation also plays a crucial role in reading improvement. Learners who are motivated to read tend to engage more frequently in reading activities and achieve better learning outcomes. Therefore, teachers should provide interesting and relevant reading materials that reflect learners' interests and needs. Creating a supportive reading environment through reading clubs, group discussions, and classroom reading activities can further encourage learner participation and enthusiasm.

Finally, establishing a consistent reading habit is essential for long-term improvement. Reading proficiency develops gradually through continuous exposure and practice. Learners should set realistic reading goals, such as reading for a specific amount of time each day or completing a certain number of texts each week. Regular reading not only improves comprehension skills but also strengthens vocabulary, grammar, and overall English proficiency.

In conclusion, improving reading skills requires a combination of effective strategies, including extensive reading, intensive reading, contextual vocabulary learning, comprehension strategy instruction, motivation enhancement, and consistent

reading practice. By applying these strategies regularly, learners can develop stronger reading abilities and achieve greater success in English language learning.

Conclusion

Reading skills play a fundamental role in English language development because they contribute to multiple aspects of language learning, including vocabulary acquisition, grammatical competence, reading comprehension, critical thinking, and overall communicative proficiency. As one of the primary sources of language input, reading provides learners with opportunities to encounter authentic language in meaningful contexts, enabling them to develop a deeper understanding of English structures, vocabulary, and discourse patterns.

The literature reviewed in this article demonstrates that reading is closely connected to the development of other language skills, such as writing, speaking, and listening. Through regular engagement with various types of texts, learners gain linguistic knowledge and cognitive abilities that support both academic achievement and real-world communication. Furthermore, reading encourages learner autonomy by allowing individuals to continue learning independently beyond the classroom environment.

To maximize the benefits of reading, learners should be encouraged to adopt effective reading strategies, including extensive reading, intensive reading, contextual vocabulary learning, and the use of comprehension strategies. Educators also play a crucial role in fostering reading motivation by providing access to engaging and appropriate reading materials.

In conclusion, reading should be regarded as a cornerstone of English language learning. By developing strong reading habits and effective reading skills, learners can enhance their language proficiency, expand their knowledge, and achieve greater success in both academic and professional contexts. Therefore, promoting reading remains an essential objective in English language educatio.

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