

The Benefits of Reading Skills and Its' Effect towards ESL Students' Human Vibrational Frequencies

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1. Introduction

Reading improves memory retention and maintains mental acuity, which is the first advantage that second language learners can derive from the ability. This is due to the fact that, according to Ellis (2004), the human brain is made up of a working memory, where the supervisory attentional system (SAS) controls the flow of information. This allows second language learners to apply inductive reasoning, which in turn facilitates language learning.

This is due to the fact that "adult language structure and the communication barriers arising from expressing non-linear cognition into the linear channel supplied by the human vocal-auditory apparatus are the true causes of learners' language, not their genes" (Ellis, 2004).

This indicates that a second language learner's exceptional command of the English language is not a result of genetics, but rather of the structure of adult language, which can be observed from a nonlinear channel—the human mind and its thought processes—into a linear channel—words articulated in speech. Because these words are spoken in short bursts, they combine to produce longer phrases, which illustrates the basic associative learning process that occurs during language acquisition.

In addition, besides the benefits of reading skills, the skill of reading does also influences ESL students' attention and focus in the ESL classroom and this is affected by their human vibrational frequencies. Therefore, this study is conducted in order to discover the benefits of reading skills as well as the effect of human vibrational frequency towards ESL students in the ESL reading classroom towards their academic performance in the skill of reading

2. Research Objectives

1. To determine the benefit of reading skills towards ESL students' academic performance in the reading classroom
2. To determine the benefit of human vibrational frequency towards ESL students' academic performance in the reading classroom

3. Research Questions

1. How does the benefit of reading skills aid ESL students' academic reading performance in the ESL reading classroom?
2. How does the human vibrational frequency aid ESL students' academic reading performance in the ESL reading classroom?

4. Literature Review

4.1 The Benefits of Reading Skills and its Effect on ESL Students' Reading Academic Performance

To begin with, when learning a second language, awareness and attention are two more factors that support memory

retention. This is due to the fact that attending classes has a stronger impact on improving the English language competency of second language learners since it aids in their ability to encode, making language learning more accessible and understandable (Schmidt, 2001). This is due to the fact that reading requires more brain function than simply understanding words or voice, making it more complex than word or speech processing. This is due to the fact that reading promotes mental stimulation, which keeps memory and cognitive ability strong as one matures (Young et al., 2018).

Reading also reduces the rate of memory loss and the deterioration of other important mental abilities, according to additional studies (Peng et al., 2017). Consequently, reading keeps the brain cognitively busy, which lowers the quantity of beta-amyloid, a brain protein associated with Alzheimer's disease, according to a research study done by specialists at the Alzheimer Association (2020). Therefore, reading comprehension does contribute to the cognitive memory retention of English language learners, even those who are learning English as a second language. This improves the English language competency of English language learners who are learning the language as a second language, which benefits their performance in an English language classroom.

Additionally, reading proficiency enhances the listening abilities of English language learners. This is due to the fact that a listener with strong English language skills would be able to use selective attention, sometimes referred to as top down, to concentrate on the important information (Yeldham, 2018). English language learners learning a second language benefit from this top-down approach to listening skills because it helps them recall prior information about the text's topic, type, context, rhetorical devices, and discourse organization. Furthermore, even though they haven't heard the complete message, their past knowledge aids in its decoding (Peterson, 2001).

Additionally, the bottom-up approach to listening helps ESL students draw conclusions or make predictions based on what they already know about expectations and realities. As a result, this aids in their ability to fill in the blanks during unplanned, spontaneous speaking. Consequently, this aids in their ability to deduce meaning from the context and important words without having to focus on the sentences' grammatical structure (Peterson, 2001).

Furthermore, hearing comprehension in a language classroom is strongly correlated with reading comprehension, and this relationship holds true for the English language as well. This is due to research by Milliner (2021) showing that simultaneous reading and listening enhances reading comprehension. English language learners who are learning the language as a second language benefit indirectly from this, which enhances their performance in the classroom. As a result, in English language classrooms, the English language does have a significant impact on the English language competency of second language learners.

Additionally, reading proficiency increases an ESL learner's employability rate across a range of sectors and businesses, which is another advantage of reading as a second language. This is because, since the majority of online content is written in English, second language learners must first master the skill of reading in order to become proficient in the language. This will eventually help them deal with documents and clients in the workplace via email (Clement and Muragavel, 2018).

Therefore, having a strong command of the English language would enable them to gain the trust of their clients, leading to the development of enduring commercial relationships between the organization they work for and the clients they serve (Knight, 2015). On the other hand, a weak command of the English language hinders productive communication, leads to misunderstandings, irritates coworkers, and builds barriers between them. English is the language that is most frequently used in the corporate sector, and being able to speak the language has become essential for job mobility (Benedettini, Ornella & Neely, Andy. (2015).

Accordingly, a person's ability to succeed professionally in the workplace is hindered by their inability to speak and understand English, which makes it difficult for them to find employment (Clement and Murugavel, 2018). In summary, based on a review of prior research on the reading ability, the value of English, and its advantages for second language learners in particular, it can be concluded that reading is a fundamental skill that not only supports academic achievement in second language learners but also enhances other language proficiency and increases the employment rate of second language learners.

4.2 Human Vibrational Frequencies and its Effect on ESL Student Reading Skills

Everybody has an energetic frequency of vibration. Your general state of being can be elegantly described as your "vibration." Energy vibrating at different frequencies makes up everything in the universe. At the quantum level, everything is composed of vibrational energy fields, even objects that appear solid. We can state that "beings" are made up of several energy levels, including physical, mental, emotional, and spiritual energy, from both a

metaphysical and scientific standpoint. Your total vibration of being is the sum of the distinct vibrational frequencies of each of these levels (Crawford,2021).

In addition, when your energy is denser and your troubles are heavier, the lower the frequency is. Here, you could feel physical pain and agony together with strong emotions and mental disorientation which means that you will have a darker energy psychically. To reach your goals, you have to put in a lot of work. Your life generally starts to become less positive. Your physical, emotional, and mental bodies may feel lighter the higher your energy or vibration frequency. You gain more inner strength, clarity, joy, love, and tranquility. Your physical body experiences little to no pain or suffering, and managing your emotions is simple for you. At this point, your energy is abundantly light! You effortlessly materialize your desires and live a synchronized life. All things considered, your life becomes more favorable (Dussault, 2021).

In addition, like everything else in the cosmos, humans too have an ideal frequency, which is reached when every single cell in our bodies vibrates at the frequency at which it was intended to. According to studies by Bruce Tainio, sickness starts to manifest when a person's frequency falls to 58 MHz. A healthy body resonates at a frequency of 62 to 70 MHz. The body's energy field is affected by the frequencies of bacteria, viruses, and different disorders. Therefore, in order for the ESL students' to perform academically well in the ESL reading classroom, a suitable frequency of the human body is needed in order to ensure their focus towards the ESL reading classroom (Brian Rose,2021).

Furthermore, another important factor that needs to be given attention to is the food that is being consumed by the ESL students'. This is because certain foods resonate at higher frequencies than others. Broccoli and blueberries, for example, vibrate strongly, whereas fast food does not vibrate at all. Let's say you are eating food that has been sprayed with pesticides and chemicals, or food that is packaged in plastic (Dussault,2021).

Therefore, by consuming these foods, the body vibrates at a reduced frequency. Foods with low vibration include processed meals, carbonated beverages, fried foods, dairy products, sweet and salty foods, and alcohol. After eating these items, you frequently feel bloated, heavy, or exhausted. On the other hand, after eating food that is of high quality and organic, as nature intended, you virtually feel the high vibrations spreading throughout your body. Fruits, berries, vegetables, leafy greens, sprouts, herbs (such as cilantro, mint, turmeric, etc.), and naturally occurring probiotics from fermented meals are a few examples of high vibration foods. Foods with a high vibration are those that, when consumed, leave you feeling light and energized (Perry,2023).

Another way of increasing the human frequency in order to be able to focus in the ESL reading classroom is by connecting with Mother Nature. For instance, by spending a few minutes connecting with mother earth by walking or standing barefoot and shutting your eyes to get a strong sense of earthly connection will allow them to feel the positive energy of the universe filling them as they release all their bad energy via the soles their feet into the earth. This is because magnetic and electrical fields all around us have the power to deviate from our bio-electrical condition and reduce our frequency. This is when we automatically come into balance and purge ourselves of these bad energies when we establish a connection with Mother Earth. Numerous studies have demonstrated the significant health benefits of spending 10 to 30 minutes each day in this manner connected to nature which eventually would enhance ESL students' academic performance in the ESL classroom (Eddy A. Van Der Zee,2020). Moreover, another way of increasing human vibrational frequency in order to aid ESL students' academic performance in the ESL reading skills is through a self-healing energy technique called Healing Touch which uses light hand placements on different body regions to realign and reshape an individual's energy field. It is said that this procedure will hasten healing and improve the state of the body, mind, and soul. The idea behind energy treatment is that our bodies are composed of energy fields that constantly interact with other energy fields around us and when this technique is done properly, it would aid the ESL students' vibrational frequencies and therefore ensure them to score academically well in the ESL classroom (Brian Rose,2021).

Therefore, in conclusion, it is crucial for us to maintain our health and avoid illness especially when the pandemic of COVID 19 is still ongoing. Therefore, it is essential for us to prevent infections and stay healthy from diseases and illnesses by maintaining the proper vibrational frequency within our body whereby an increase of vibrations has several therapeutic effects and can help relieve pain and other chronic problems, even if it is not used for medical purposes which allows their body, mind, and spirit to be eventually kept in good health when they have a high vibrational frequency.

5. Findings

Additionally, there are many benefits of reading skills that enable students to perform well in the ESL reading classroom and based on previous research studies conducted on reading skills, it was proven by a study done by Nation and Meara (2002) that reading does improve ESL students' vocabulary size. Furthermore, reading also helps boost ESL students' self esteem as by reading, it would boost students' confidence in the ESL classroom. However, lack of skill in reading based on previous research studies showed that lack of skills in reading are more likely to cause students' to drop out from school (Intan Satriani,2017).

Moreover, another benefit of reading skills is that it helps ESL students' to improve on their critical thinking skills as reading cultivates them to be able to solve problems which in the long run would benefit them and helps them to perform academically well in the ESL classroom (Abdul Mohsen Aloqaili,2012).

Additionally, reading also helps students' to enhance their creativity as through the act of reading, they would be able to immerse themselves into the realms of creativity which would eventually assist them and help them to understand their reading texts better and thus perform academically well in the ESL reading classroom (Bezerra et.al,2022).

In addition, based on a previous study conducted by Hancock and Jog (2008), it was found out that human vibrational frequencies do affect ESL students' performance in the ESL classroom. One of the ways that it affects students' academic performance is through the magnitude of vibration towards ESL students' academic performance in the ESL reading classroom whereby the objective performance measurements of the reading task were not significantly impacted by the vibration magnitude. Neither the percentage nor the reaction time showed any discernible rise or fall in terms of vibrational frequency and students' academic performance.

Another way the vibrational frequencies affect ESL students' performance is through their workload whereby based on the experiment conducted, it shows a general trend of increasing workload with increasing vibration magnitude for both physiological and perceived workload. The physical demand subscale showed a substantial increase, but there was no significant change in the overall TLX (Task Load Index) values between the vibration settings. The participants' ratings of how well they performed on the tasks also did not differ significantly, just like the objective measure of performance did. The HF:LF (High Frequency:Low Frequency) power increased significantly with the vibration magnitude ($p<0.05$, Friedman). Heart rate showed a significant difference ($p<0.05$, Wilcoxon) between the low and control conditions, but not between the other conditions (Hancock and Jog,2008).

Additionally, when considered collectively, the data pertaining to performance, subjective workload, and physiological markers indicate the occurrence of active coping. The non-significant findings on subjective workload, however, imply that the individuals were unaware of this. The fact that the activity was brief and had rest intervals may also have contributed to the failure to reach the "effort with distress" or passive coping behaviors. This would have been demonstrated by decreased performance, physiological stress, and a decline in the effort subscale as vibration magnitude increased (Hancock and Jog,2008).

Therefore, based on the experiment conducted on vibration frequency and students' academic performance in the ESL reading classroom,it was revealed that when reading, physiological effort increases with vibration magnitude. Nevertheless, there was no increase in the subjective workload measure or performance metrics. A tight fit was discovered between the CCM and the outcomes by utilizing it as a tool for comprehending the facts. The idea of active coping received support, but not passive coping or distress without effort, which calls for more research.

6. Conclusion

Therefore, in conclusion, it can be deduced that reading skills does have an impact and benefits towards ESL students' academic reading performance when they're tuned in to a right amount of frequency whereby the higher their vibrational frequency, the better they are to concentrate on a lesson in the ESL reading classroom. Hence, it is necessary for educators to make sure that their students' are always engaged in paying attention in the classroom through interactive reading skills activity that would not only help them excel academically in the ESL reading classroom but also help them to be comfortable when learning in the ESL reading classroom.

7. References

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