

**TECHNIQUES AND MATERIALS USED IN  
TEACHING READING SKILL**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfilment for the Master of Education in English**

**Submitted by  
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2016**

## **DECLARATION**

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

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This is to certify that Mr. Dipak Pandey has prepared this thesis entitled **Techniques and Materials Used in Teaching Reading Skill** under my guidance and supervision.

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# DEDICATION

*Dedicated*

*to*

*My beloved parents who always inspire me in my life.*

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**Dipak Pandey**

## ABSTRACT

This research entitled " **Techniques and Materials Used in Teaching Reading Skill**" was carried out to find out techniques of teaching reading skill and materials used by the primary level English teachers. I selected eight primary level schools situated in Rupendehi district using purposive non-random sampling procedure. In the same way, 40 classes of the eight ELT teachers from these schools were selected using the same sampling procedure. For eliciting data, class observation in terms of the checklist was used. The data collected from these tools were analyzed and interpreted using descriptive as well as statistical tools. The overall findings of the study showed that nearly 14 techniques were used in which 'sensitizing', 'skimming', and 'scanning' were most frequent techniques. Similarly, 30 kinds of visual materials were also used in which "textbook" was used in 87.5% and comic script were 75% classes respectively.

This thesis has been divided into five different chapters. The first chapter includes the background of the study, statement of the problem, objectives, research questions, significance of the study, delimitations of the study and operational definitions of key terms of the study. Similarly, second chapter deals with the review of related theoretical literature, empirical literature, implication of the review for the study and conceptual framework. Third chapter deals with the methodology employed to conduct the study. It gives information about the design of the study, population and sample, sampling strategies, study area, data collection tools, data collection procedure and data analysis and interpretation procedure. Collected data were presented, analyzed and interpreted applying statistical tools like frequency and percentage in the fourth chapter. It also includes analysis of data and interpretation of the results and summary of the findings. Accordingly, the fifth chapter includes conclusions and recommendations. Some recommendations for policy related, practice related and further research related are presented in this section. This chapter is followed by references and appendices.

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## LIST OF THE ABBREVIATIONS AND SYMBOLS

%	Percentage
B. Ed	Bachelor in Education
CL	Cooperative Learning
CLS	Cooperative Learning Strategies
CPU	Cambridge University Press
Dr.	Doctor
e.g.	For Example
Eds.	Editors
EFL	English as Foreign Language
ELT	English Language Teaching
ESL	English as Second Language
etc	Etcetera
Fig.	Figure
GL	Group Learning
i.e.	That is
IT	Information Technology
M. Ed	Master in Education
Mr.	Mister
Mrs.	Mistress
Ms.	Miss
No.	Number
P.	Page number
P.P	Pages
Prof.	Professor
Reg. No.	Registration Number
SLA	Second Language Acquisition
T.U	Tribhuvan University
Vol.	Volume

# **CHAPTER ONE**

## **INTRODUCTION**

The present study entitled “Techniques and Materials Used in Teaching Reading Skill” consists of background of the study, statement of the problems, objectives of the study, significance of the study, delimitations of the study and operational definition of the key terms.

### **1.1 Background of the Study**

Teaching language means make the learners get mastery over language. To get mastery over the language, the learners should be taught language skills and aspects of language. In the context of Nepal, English has been taught as foreign language in all the schools from grade one to bachelor level assuming it to be the need of today. Language teaching is one of the most challenging professions. While teaching English language, teacher should be aware of the different approaches, methods and techniques. In language teaching, we also bring the knowledge from linguistics, psychology and educational pedagogy. The method and techniques for teaching and learning are changeable according to situations. On the other hand, the fundamental assumption of language and language teaching is changing time to time. Richards and Rodgers (2010, p.1) talk about the change in language teaching as follows:

Language teaching comes into its own on a profession in the twentieth century. The whole foundation contemporary language teaching was developed during the early part of twentieth century, an applied linguistics and other sought to develop assumptions, principles and procedures for the design of teaching methods and materials drawing on the developing field of linguistic and psychology to support a succession of proposals for what were through to be more effective and theoretically sound teaching methods. Language teaching in the twentieth century was characterized by frequent change and innovation and by the development of sometimes competing language teaching ideologies.

Language teaching includes teaching of language aspects and skills. Thus, more or less classical formulation suggests that methodology links to theory and practice.

Reading is one of the important skills among different skills of language. Reading is the way of recognizing the message or information of text or deducing the meaning, concept and sense of text. Teaching of reading is an important aspect of teaching / learning a foreign language. Teaching reading refers to the process of making students able to grasp the information contained in the text. Information is simply grasped by means of visual symbols. The meaningful arrangement of symbols always carries information. The overall purpose for teaching reading is to develop the attitude, abilities, and skills in the reader for obtaining information, fostering and reacting to ideas, developing interests and finally deriving pleasure by reading through understanding.

## **1.2 Statement of the Problem**

The English language at present is being taught from primary to university level in Nepal. Reading is one of the difficult tasks for teaching. For the successful teaching of reading skill the teacher should be aware in the selection and use of techniques and materials. The use of appropriate techniques and materials makes the teaching learning process successful. The techniques and materials used by the teacher should be appropriate according to the size of the classroom, level and interest of the learners, type of the subject matter and so on. But many of the teachers in our context are unfamiliar with the appropriate techniques and materials to foster reading skills. This causes many problems in teaching reading skill. Thus, the problems related to reading skill need to be addressed and solved at practice level as well as at policy level.

According to the primary level English curriculum (2008, p.27), “By the end of grade 5 children will be able to effectively in a limited set of situation”.

Reading is one of the major skills of language so, while teaching reading the teacher has to use appropriate techniques and materials. Therefore, this study

attempted to find out the techniques and materials used by the primary level English teachers in teaching reading.

### **1.3 Objectives of the Study**

The objectives of the study were as follows:

- a. To find out the techniques adopted by primary level English teacher in teaching reading.
- b. To find out the materials used in teaching reading.
- c. To suggest some pedagogical implication.

### **1.4 Research Questions**

This study contributed to address the following research questions:

- a. Which techniques do the primary level English teachers use in teaching reading?
- b. What materials do they use in teaching reading?
- c. Which techniques and materials do they use mostly?

### **1.5 Significance of the Study**

The findings of the study are regarded to be significant to all those who are directly and indirectly involved in teaching and learning of the English language. It can be claimed to provide the different strategies from teacher-centered to student-centered to enhance the reading skill. Similarly, it is also believed to be beneficial to subject experts, language practitioners, curriculum designers, language trainers, textbook writers of ELT, producers of material and so on. Likewise, this study is considered to be highly significant for those who want to undertake researches in the field of language teaching because it proposed the different ways to upgrade the reading skill by considering the student related concern like interest, demands, level, motivation, attitude and aptitude and so forth. So that, any researcher can study any of the variables

affecting the development of reading inside and outside of the classroom environment in depth. In addition, it also provided the guidelines regarding the selection of appropriate research design, effective sampling procedures, successful research tools and data analysis and interpretation procedures. From the findings of this study, many novice teachers of primary are supposed to gain the information about new techniques.

## **1.6 Delimitations of the Study**

The delimitations of this study were as follows:

- a. The population of the study was limited to the eight primary level English teachers of eight schools.
- b. Data were collected only through classroom observation. The recording devices of observation were checklists. Nevertheless, diary can be kept when some different techniques and materials seen during the observation, indeed, which were not mentioned in the checklists.
- c. The study was limited only to find out the techniques and materials used to teach reading skill.
- d. The study was limited to Rupendehi district only.
- e. Only five classes of each teacher were observed.

## **1.7 Operational Definition of Key Terms**

Some key terms were used which carry specific meaning and become specific to this study.

**Inference:** A technique used in teaching reading for making use of syntactic, logical and cultural clues to discover the meaning of unknown elements found in the reading texts.

**Language skills:** reading, writing speaking and listening and their respective sub skills as well as mode dealing them in reading class.

**Predicating:** A skill used by teacher to train students guess what is coming next in the reading passage.

**Scanning:** A strategy used in reading to find out the particular piece of information from the text.

**Sensitizing:** A strategy used to infer / derive the meaning of the unfamiliar word terms and finding their relationship with each other from passage.

**Skimming:** A reading technique to find out the gist of the text.

**Techniques:** the strategies, tactics, activities used by both teachers and students in teaching reading skill in class.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

This chapter is review of all available related literatures of the study. So, the review of the related theoretical literature, empirical literature, implication of the review for the study and conceptual framework are mainly discussed in this chapter. In the same way, the review of the theoretical issues, aspects, and concepts related with this study and conceptual framework in diagrammatic form are also included which are further discussed in following headings and sub-headings.

#### **2.1 Review of Related Theoretical Literature**

This section mainly deals with the theoretical aspects of the study. In this sub-heading, various theoretical previous researches, approaches, concepts and issues were reviewed thoroughly to build the strong theoretical foundation of the study. Indeed, these theoretical portions related with this study were studied in depth to get sharp insightful knowledge for the same study. Specifically, English language teaching, ELT in Nepal, techniques of teaching language, language skills, teaching reading skills, techniques of teaching reading skills in English, materials for teaching reading were dealt in this section appropriately. Moreover, the review of different books and articles was done for the facilitation of my study.

##### **2.1.1 English Language Teaching**

English is the international language. So, it has been taught both as national or international language throughout the world. It is most advanced and powerful means of human communication. Teaching a language is a challenging job, this is because, language is very complex. It is a system, a code, a set of convention and a means of communication to mention only a few. So, learning a language

appropriately is more important than learning about it. The success of teaching language depends upon its suitable use. It means, if the learners can use a language properly then, the purpose of teaching is fulfilled.

English language teaching is a system under which several sub systems are included like planning, preparation, production and evaluation. The quality of language teaching is based on the best use of language teaching. In other words, the best way of language teaching is based on the best use of approaches, methods and techniques. So, the language teachers should apply and create such suitable activities on which the learners involve joyfully and develop their linguistic proficiency effectively.

Every language teacher makes his/her teaching and learning plan under a particular approaches, methods and techniques which are most frequently used terms in the field of language teaching. These terms are defined by different methodologists in different ways, but the main theme is somehow related.

### **2.1.2 English Language Teaching in Nepal**

In the context of Nepal, English language teaching started with the establishment of Durbar high school in 1854 A.D. after Junga Bahadur Rana returned from Europe. The school was only for ruling family. Therefore, English education formally started for public only after the opening of Tri-Chandra College in 1918 in higher education. In those days only the literature was focused in studying English.

In Nepal, systematically teaching English started only after the implementation of National Education system plan (NESP) in 2028 B.S. The education mass of the present context of Nepal has two types of schooling background with Nepali and English medium. The product of latter type of schooling feel more comfortable in using English for personal development, communication, understanding the target culture through video, cinema and some year now specially through email and internet. Private educational institution play key

role in promoting ELT in Nepal. Today, out of the total approximately 31 thousands primaries to higher secondary school (grade 1-12), almost half the numbers are the English medium ones.

### **2.1.3 Technique of Teaching Language**

Teaching is transmission of knowledge from teacher to students or creating conditions in which some students learn from themselves. The techniques of teaching language are described in the following sub-headings:

#### **2.1.3.1 Teacher Centered Techniques**

Teacher-centered techniques play the dominant role in teaching learning activities in the context of Nepal. Teacher is the authority in the classroom. This approach is more logical than psychological and emphasizes the product rather than process. The teacher –centered techniques are follows:

- a. Lecture
- b. Explanation
- c. Illustration
- d. Demonstration

#### **a. Lecture**

Lecture is a teacher – centered technique. The lecture technique refers to the teaching procedure involved in the clarification or explanation to the students of some master idea.

#### **b. Explanation**

Explanation is explicit description or definition of concept or process. According to Paton (1996 as cited in Phyak and Sharma, 2008, p. 112), “Explanation from a kind of bridge between telling and revealing knowledge of the lesson and it involves a number of their techniques as well as narration and description”. The main objective of explanation is to enable the learners to take

an intelligent interest in the lesson. Alan and Vallete (1997, p. 4) say, “A variety of techniques in the classroom might be more effective than the very fluent teacher”. Explanation is explicit description of concepts. Explanation can be in the form of acting, defining, using sentences, stating synonyms, telling original etc. For the successful explanation, a teacher uses demonstration and illustration with the aid of charts, models and so on where necessary.

### **c. Illustration**

Illustration refers to the use of materials or examples to help making the content interesting understanding and clear to learner. Dacanay and Brown (1967, p. 392) say, “Teacher reads the paragraph dialogue in which the words are used”. She next asks a question to explain the word in the dialogue.

Illustration illuminates what is presented or taught to learner. Illustration is of two types: verbal and visual. In verbal illustration hearing and understanding activities are story, idioms, metaphor, drama etc. Verbal illustration is useful at higher level. Visual illustration is also called non-verbal or concrete illustration. This includes charts, maps, sketch graphs. It is useful at lower level.

Illustration creates curiosity and interest among students and help to provide clarity and vividness to the subject matter.

### **d. Demonstration**

Demonstration implies the presentation of pre- arranged series of events or equipment to a group of student for their observation accompanied by exploratory remarks. Demonstration depends upon needs, ideas, materials, procedures, and techniques. Similarly, Alan and Vallete (1997) say, “Teacher aptitude is particularly crucial in the case of ESL students when students from another culture and /or linguistic groups. An American school, their integration is definitely enhanced if teachers demonstrate a supportive and understanding attitude” (p. 5).

It helps students know new words of experience. It is useful to establish relationship between theory and classroom practice and enables the students to acquire knowledge in the first hand form.

### **2.1.3.2 Student Centered Techniques**

Students- centered teaching falls under the humanistic teaching methodology in which students are encouraged to make use of their own lives and feelings in the classroom. Richards et al. (1999, p. 359) provide the following points that are included in the student - centered teaching.

- a. Students take part in setting goals and objectives.
- b. There is a concern for the students feeling and values.
- c. There is a different role of the teacher. The teacher is seen as a helper, adviser or counselor.
- d. Students- centered teaching is an approach focusing on the need of the students rather than education process such as teachers and administrators.

The above mentioned points clarify that students are encouraged to participate actively in learning rather than being passive taking notes quietly. Students are participated to make understanding materials. The learners learn by doing themselves. Some of the learner-centered techniques are as follows:

- a. Individual Work
- b. Pair work
- c. Group work
- d. Project work
- e. Role play
- f. Discovery
- g. Dramatization

### **a. Individual Work**

Individual work is a general classroom technique of language teaching. In this technique, all the learners are not compelled to do same thing at the same time in the same work. Learners are given freedom to choose how and what they learn at any particular time. There is learner autonomy and responsibility for learning. Richards et al. (1999, p. 147) mention following points regarding individual work:

- Objectives are based on the need of the individual learners.
- Allowances are made in the design of a curriculum for individual differences in what students wish to learn and the rate at which they learn.

### **b. Pair Work**

Pair work makes students interact with each other. According to Cross (1992, p.49), “Pair work is one of the important learner-centered technique, which is often used in a communicative classroom. It is a management task for developing communicative ability”. Teachers play the role of monitor and resource person. Students can practice language together, study a text research language and take part in information gap activities. It increases the reading skill and allows students to work and interact independently.

### **c. Group Work**

Group work is also a learner-centered technique of language teaching and learning. It is useful for teaching students in an interactive way. In group work, learners may work on a single task or on different parts of a large task. Activities are conducted in groups. This technique includes initiation, monitoring, facilitation, prompting, giving feedback and so on.

#### **d. Project Work**

Project work is a cooperative language learning technique which centers around the completion of task and usually requires an extended amount of independent work either by an individual student or by a group of students.

According to Richards et al. (1985)

The project work is an activity, which centered on the completion of a task and usually requires an extended amount of independent work either by an individual student or by a group of students. Much of this work takes place outside classroom. (p. 295)

This project work is student - centered rather than teacher-centered. Teacher may need to develop a more flexible attitude towards the students work. The language is derived from the nature of the project itself. It emphasizes on group centered experiences. Students themselves plan, execute and present a task.

#### **e. Role play**

Role play is a classroom activity, which gives the students an opportunity to practice the language, the aspects of role behavior and the actual roles they may need outside the class room. Role play is an ideal vehicle for developing fluency and focus on integrating the four skills. It is highly flexible and can be used in any level of language teaching. It makes classroom interactive, funny and interesting. It will also be beneficial for shy students.

#### **h. Discovery Technique**

In this technique, students are given examples of language and are told to find out the grammatical rules.

According to Harmer (2008, p. 29):

Discovery technique is the technique in which student are given the examples of language and role to find out how requiring them to organize the strips proper sequence allowing them to discuss the materials of the strip as to make it known to the other member of the group to compare.

It is used to teach vocabulary materials, which allow students active their previous knowledge, and to share what they know. Richards et al. (1985, p. 19) provides some beliefs on discovery technique and they are presented below:

- Learners develop process associated with discovery and inquiry by observing, formulating hypothesis, predicting and communicating.
- Textbooks are not the sole sources of learning.
- Conclusions are considered tentative and not final.

## **h. Dramatization**

Drama is something that we all engage in daily life when faced with a difficult situation. It encourages genuine communication and involves real emotion and use of body language. It involves using the imagination to make oneself into another character or the classroom into different places. It starts with listening and speaking. Harmer (2007, p. 349) says "Drama practices gesture, facial expression, eye movement and prosody".

### **2.1.4 Language Skills**

People who use language have a number of abilities. They can speak, write, listen or read. There are four basic language skills. Among these four skills of language, listening and reading are receptive and speaking and writings are productive skills. If we divide them according to the natural order of the language listening and speaking are primary skills and reading and writing are

secondary, because every normal human can listen and speak first, then they learn the skills of writing and reading. In language teaching and learning, all four skills play a vital role to get mastery over language but in language acquisition, listening and speaking play an important role.

### **2.1.5. Teaching Reading Skill**

Teaching of reading is an important aspect of teaching learning language. Reading skill is one of the four language skills which come under receptive skill. Reading is a process of communication from the writers to the readers. It involves the reorganization of printed letters, words, phrases, clauses and in same aspect; it can be considered a simple process rather than comprehension. It is a process of understanding a text in its simple sense understanding a text means comprehending a text. Thus, reading is the total understanding of message or text. There are several skills in teaching reading. It means reading includes a variety of skills.

Teaching reading skill incorporates following sub-skills:

- a. Recognition of script
- b. Deducing the meaning / un familiar lexis
- c. Understanding implicit things
- d. Understanding the communication value
- e. Relation between sentences
- f. Interpreting the text
- g. Identifying the main points
- h. Skimming / scanning

## **2.1.6 Techniques of Teaching Reading in English**

Generally speaking, there are different techniques in language teaching such as group work, project work, drill etc. to teach reading in English so there is not any hard and fast technique to teach reading.

According to Grellet (1981, p. 14-19), some of the reading techniques used in a classroom while teaching Reading skills are as follows:

### **I. Sensitizing**

In this type of reading technique, the students need to cope with unfamiliar words and complex or apparently obscure sentences. This includes inference, understanding relations within the sentences, linking sentences and ideas. The aim of this section is to provide exercises which develop the strategies that students need to cope with unfamiliar words and complex obscure sentences.

#### **a. Inferences**

Generally, inference refers to the act or process of forming an opinion based on what we already know. Grellet (1981, p. 14) defines "Inference means making use of syntactic, logical and cultural clues to discover the meaning of unknown elements." With the help of context, students should be encouraged to make a guess at the meaning of the words. Its specific aim is deducing the meaning and use of unfamiliar lexical items through contextual clues.

#### **b. Understanding Relations within the Sentences**

Inability to infer the meaning of unknown elements often causes discouragement in students when they are faced with a new text. They should, therefore, be taught to discriminate between what is essential (subject verb, object, i.e. the 'core' of the sentences) and the padding (i.e. modifiers, relative clause, opposition and so on) which only introduces some further details.

It helps the students to recognize the structure of complex sentences. In order to read efficiently and not to stumble on every word it will be essential for the student to grasp the structure of the sentences they read at once.

### **c. Linking Sentences and Ideas**

Another area in which it is essential to prepare the students is in recognizing the various devices used to create textual cohesion and more particularly the use of reference and link words. Reference includes anaphora and cataphora. Link word includes logical connectors, but because, and so on. Reference covers all the devices that permit lexical relationship within a text (reference to an element previously mentioned anaphora or to one to be mentioned anaphora use of synonymy, hyponymy, comparison, and nominalization). It is important for the students to realize that a text is not made up of independent sentences or clause, but that is a web of related ideas that are announced, introduced and taken up again later throughout the passage with the help of references. Students should, therefore, be thought not only to understand the markers when they come across them, but also to look out for such markers.

## **II. Improving Reading Speed**

Students who read too slowly will easily get discouraged. They will also tend to stumble on unfamiliar words and fail to grasp the general meaning of the passage. One of the most common ways of increasing reading speed is to give students passage to read and to ask them to tell them. Its main aim is to develop word recognition and word comprehension speed skills. It involves recognizing the meaning of word as quickly as possible.

## **III. From Skimming to Scanning**

One of the most important points to keep in mind when teaching reading comprehension is that there is not one type of reading but several according to one's reasons for reading. By reading all texts in the same speed, student would absorb too much non-essential information and they would fail to remember

points of importance to them. According to Grellet (1981, pp. 17-19), the stages from skimming to scanning are:

### **a. Predicting**

This is not really a technique but a skill which is basic to all the reading techniques. It is the faculty of predicting or guessing what is to come next, making use of grammatical, logical and cultural clues. Its specific aim is to train the students to make predictions and guesses when reading a text.

Predicting is very necessary because reading is an activity involving constant guesses that are later reject or confirmed. This means that one does not read all the sentences in the same way, but one relies on a number of words or cues to get an idea of what kind of sentences is likely to follow.

### **b. Previewing**

Unlike predicting, previewing is very specific reading technique which involves using the table of contents, the appendix, the preface, the chapter and paragraph and headings in order to find out where the required information is likely to be. It is particularly useful when skimming and scanning are used as study skill. Its aim is to train the students to use title and tables of contents to get an idea of what a passage is about skills involved.

This is necessary to show the students how much they can guess about the passage by simply looking at its title and at the table of contents. Being able to use an index is essential when scanning to locate specific information.

### **c. Anticipation**

Anticipation is of great importance when we start reading the text prepared to find a number of things in it expecting to find answers to a number of questions and specific information or ideas we are interested in. This expectation is inherent in the process of reading which is in permanent interrelationship between the reader and the text. It aims to encourage the students to think about

the theme of the passage before reading. What we already know about the subject and what we are looking for are probably just as important as what we actually draw from the text. Most important factors that can help us in the process of reading is the desire we have to read about a given subject. The more we look forward to reading and anticipation in our minds what the text could hold in store for us, the easier it will be to grasp the main points of the passage.

#### **d. Skimming**

Skimming is a reading activity which means quickly going through the text to find out the gist of it. Grellet (1981, p. 19) defines skimming as,

a more thorough activity which requires an overall view of the text and implies a definite reading competence." When skimming, we go through the reading materials quickly in order to get gist of it, to know how it is organized or, to get an ideas of the tone or the intention of the writer.

#### **e) Scanning**

Scanning is a strategy of reading that refers to the rapid survey of a text to find out particular piece of information. Grellet (1981, p. 19) defines scanning as,

Scanning, on the contrary, is for more limited since it only means retrieving what information is relevant to purpose. When scanning, we only try to locate specific information and often we do not even follow the linearity of the passage to do so. It is said that reading is a silent and personal activities which does not imply that it only lends itself to individual work. On the contrary, it is particularly interesting to encourage comparison between several interpretation of a text which will lead to discussion and probably a need to refer back to the text to check.

### **2.1.7 Materials for Teaching Reading**

Anything that can be brought inside the classroom for the teaching learning process is called teaching material. Teaching materials help making the

learning effective. The teacher can make his class lively, change usual situation of the class, motivate his students, make his teaching realistic by using materials. Without materials, the lesson lacks excitement, fun, life and color and the learners lose interest in it. They also help students remember the learnt thing for a long time. Thus, teaching materials should be chosen on the basis of subject matter to be taught. Some materials can be collected, some can be papered by the teacher and some are to be bought.

According to Grellet (1981, p. 3), materials for teaching reading are as follows:

- a. Novels, short stories, tales, other literary texts and passage. (eg. essays, diaries, biographies)
- b. Plays
- c. Poems, limericks, nursery rhymes.
- d. Letters, postcards, telegrams, notes.
- e. Newspaper and magazine (headlines, articles, editorials, letters to the editor, classified ads, weather forecast, radio/TV theatre programs.)
- f. Specialized articles, reports, reviews, essays, business letters, summaries, precise, accounts, pamphlets (political & other)
- g. Advertisements, travel brochures, catalogues
- h. Puzzles, Problems, rules for games.
- i. Instructions (e.g. warnings), direction (e.g. how to use), notices, rules and regulations, posters, signs (e.g. road signs) form (e.g. application forms).
- j. Comic strips, cartoon and caricatures, legends (of maps: pictures)
- k. Statistics, diagrams, flow pie charts, time tables.
- l. Telephone directories, dictionaries, phrase books.

## **2.2. Review of Related Empirical Literature**

A number of research works have been conducted and appraised by many researchers and educationists for academic and social development. It is also better to say that, each and every new research works needs the knowledge of previous background, previous research methodologies, trends and findings which can help and direct to each of them for finding out new things or ideas. Some of the related major empirical research works to this study were reviewed here below:

Shiwakoti (1996) carried out a comparative study on "Reading Proficiency of Students Studying in Government aided and Private Secondary Schools of Jhapa district". The objective of this study was to compare reading proficiency of students studying in government aided and private secondary schools. He conducted his survey research using purposive sampling for selecting schools and sample. In his study, 40 students from both types of schools constituted of the study population. He used observation checklist and questionnaire as research tools. His study showed that the student of private schools performed better than the students of government aided schools.

Wagle (2003) carried out an experimental study on "Reading Comprehension and Reading Speed of Ninth Graders". The objective of the study was to compare reading comprehension and reading variations on seen and unseen texts and points out the correlation between reading comprehension and reading speed of the some learners. In her study, all students of Lamjung district were research population from which only 30 students were sampled by applying random sampling to divide them experimental group and non experimental group equally for the effective conduction of his study. She used observation checklist and administered tests for data collection. She found that students' performance in seen texts was better than unseen texts.

Bhattarai (2004) carried out a descriptive study "Reading Comprehension and Reading Speed of PCL First Year and Grade XI Students". Students were selected applying non-random purposive sampling. His observation was to find out the reading comprehension and reading speeds. He used observation checklist and test items. His overall study concluded that XI graders had comparatively better reading comprehension ability and speed than those of PCL first year students, the students of grade XI and PCL first year could comprehend any seen text better and faster than unseen text.

Similarly, Bista (2008) conducted survey research on "Reading Strategies Employed by the Ninth Graders". Her objective was to find out the reading strategies employed by the government aided schools' students. Students of grade nine were study population out of which 40 of them were selected purposively. She used observation checklist test item and interview schedule as a research tools. She found five major strategies guessing, using dictionary, skimming and scanning, making connections and reading strategies.

Bhattarai (2010) carried out the survey study on "Teaching Reading at Bachelor Level: A Study of Classroom Activities". His objective was to find out the reading activities used by the teacher while teaching reading. All the teachers who were teaching at bachelor level constituted study population. He carried out his study using purposive non random sampling. He used observation checklist and survey opinionnaire as research tools. He found that common activities like writing the topic on the board, reading the text and giving meaning of unfamiliar words or phrases were frequently practiced in teaching reading. The study is different from the studies mentioned above because most of the studies above addressed the reading proficiency and comprehension but it is related with reading techniques used in classroom.

In the same way, Timilsina (2014) conducted the survey research on "Reading Speed of Grade Ten Students". Students of grade ten were selected purposively. Her objective was to find out the reading speed of the government

aided schools' students. He used observation checklist test item as a research tool. He found that the reading speed of most of the students was very poor despite of few students.

Likewise, Rawat (2015) conducted the survey research on "Reading Proficiency of Grade Eight Students in English". The objective of this study was to compare reading proficiency of students studying in government aided and private secondary schools. In his study, all the students of grade eight made the population. He conducted his study research using purposive sampling for selecting schools and sample. The sample size was made of 40 students. He used observation checklist and questionnaire as research tools. His study showed that the student of private schools had better proficiency than the students of government aided schools.

Similarly, Regmi (2015) conducted a experimental research on "Effectiveness of Supplementary Materials in Developing reading comprehension" which attempted to find out the effectiveness supplementary in the development of reading comprehension. Thirty two students of grade – X from government aided Shree Bhanu Bhakt Higher secondary , Manglabare, Ilam were sampled and divided into two groups simple random procedure. The main finding of his study was that use of supplementary materials was more effective in teaching reading skill than teaching just the prescribed textbooks.

Though, several researchers have been conducted on the techniques, different skills of language such as reading, listening, speaking and writing, materials and so on, no single research is found in techniques and materials in teaching reading skill. This study is different from other studies in the sense that it was carried out on both techniques and materials.

### **2.3 Implication of the Review for the Study**

In fact, different research works regarding the techniques of teaching reading were reviewed, out of them some were experimental, some were comparative and some were survey design.

Those research works were to some extent related to my study. After reviewing these research works I got lots of ideas regarding the techniques used in teaching reading. By reviewing the research works of Brown (1967), Valette (1997), Richards et. al (1999) and Harmer (2008) on teaching techniques/ strategies helped to establish the sound basis of the theoretical background of the study. In the same way, after reviewing the work of Grellet (1981) on teaching reading skills and materials, the ample knowledge was gained and helped devise the research tools.

By reviewing empirical research works, I got information and knowledge about primary schools and English teachers and their teaching practices. In order to conduct research, I reviewed experimental study of Wagle (2003) carried out an experimental study on "Reading Comprehension and Reading Speed of Ninth Graders" and Regmi (2015) on "Effectiveness of Supplementary Materials in Developing reading comprehension" which helped me a lot in analysis and methodology in one way or another.

Similarly, Shiwakoti (1996) and Bhattarai (2010) used survey research design. As the nature of this study is also survey, the same research design was followed. Therefore, after reviewing those research works, the ideas/insights on the process of survey research design were internalized and an overall outline of methodology of the study was developed. Likewise, some of them used observation and questionnaire as a research tool of data collection. As they were well studied, the observation checklist was developed and employed as a research tool for data collection.

Though they have conducted researches on strategies and activities in teaching reading skill at different levels as mentioned in review of empirical literature in the department of English education, no research works have been carried out

on techniques and materials used by primary English teachers of private schools in teaching reading skill. So, my study is totally different from them in terms of title and objectives.

## 2.4 Conceptual Framework

The following conceptual framework was devised to show the outline of the study in the diagrammatic form.



## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

This chapter is about the methodological aspects the study. It includes the methods and design of the study, population , sample and sampling procedures, study of area/field, data collection tools/techniques, data collection procedure and data analysis and interpretation procedure. The following methodology was adopted to fulfill objectives of this research work. Indeed, the mixed-method research, non-random purposive sampling and questionnaire were employed to adopt research design of this study, fix population and sample size and tool for data collection respectively for effective conduction of this study.

#### **3.1 Methods and Design of the Study**

To find out the techniques and materials used by the teacher in teaching reading. The survey research design was adopted. In this type of research, researcher visits different fields to find out existing area. Specifically, it is carried out in a large number of populations in order to find out the public opinion on certain issues, to asses certain educational programmes and find out the behaviors of certain professionals. Survey research studies large and small population or universe by selecting and studying sample chosen from the population.

In this regard, Cohen and Manion (2010 as cited in Nunan 2010, p. 140) say;

Surveys are the most commonly used descriptive method in educational research and investigations through to small scale studies carried out by single researcher. The purpose of survey research generally is to obtain a snapshot of condition, attitudes and or events at a single point in time.

Similarly, Cohen et al (2010, p. 205) write:

Survey research in which researcher gathers data at a particular point of time especially to describe the nature of existing situation or to identify more standard one against the existing situation.

Likewise Nunan (2010, p.140) states survey are widely used for collecting data in most areas of social inquiry from politics to sociology from educational to linguistics.

From afore mentioned definitions we can come to the conclusion that survey researches can be carried out in educational sectors. In nutshell, survey research is conducted to eliminate important educational issues and data are collect from the population. Then those answers which are given by the sample are thought that whole group has given same type of information. It means researchers generalize the result obtained from the sample to the whole population. It may scope from a large scale investigation like census to a small scale study like school improvement plan (SIP) or even a small classroom study.

In survey research, triangulation approach is used for data collection. Following Cohen et al. (2010, p. 206), triangulation approach may be defined as the use of two or more methods of data collection in the study. Now we understand that in survey research, different types of data collection tools can be used to study behavior. In the same way, to find out the perception of population on certain issues, interview or questionnaire is appropriate tool.

Research is a systematic process of investigation. We cannot conduct research haphazardly. Instead to conduct the research, researcher has to follow the systematic process. Otherwise there might be the possibility of obtaining fake data. As a result all the effort made by the researcher goes in vain.

Survey research design is basically required to study the large number of population by selecting a few samples. The same design was selected because only 8 teachers were taken as a sample. Another reason is that survey research

design is used to find out the existing situation or to assess certain activity. So, my research title is also related to this.

### **3.2 Population, Sample and Sampling Strategy**

Regarding the population of the study, all the primary level English teachers of Rupandehi district were considered which constituted of the study population. Out of the study population, only eight different English teachers from different schools of Rupandehi district were sampled following purposive non-random sampling procedure. Moreover, different eight schools were also selected using the same sampling procedure. Only eight teachers were chosen because it was less possible to select all English teachers of primary level Rupandehi district in terms of the nature of this study, limited financial source and limited time constraint. Indeed, five classes of each teacher were observed for data collection.

### **3.3 Study Area/Field**

Initially, regarding the field of this study, Rupandehi district was selected purposively in terms of my access, ease, and economy as well limited time constraint. To be specific, eight teachers of eight different school of this district were taken into consideration in order to carry this study. Regarding the field of this study, it is related with the strategies and materials of teaching reading skills in English in classroom setting at primary level.

### **3.4 Data Collection Tools/Techniques**

In order to collect data, observation checklist was developed as a research tool and employed to elicit information regarding strategies and materials used in teaching reading skills at primary level. Hence, five classes of each eight teachers were observed for data collection. In addition, diary was used when same new techniques and materials seen used in class which were not mentioned in the observation checklist.

### **3.5 Data Collection Procedures**

In order to collect required data, the following systematic steps were adopted:

- a. At first, the selected school were visited and talked to the authority for permission to carry out this study.
- b. Then, the purpose and process of the study were explained in detail. The primary English teachers were consulted and the purpose and relevance of the study was explained to them.
- c. After that, five classes of each eight teachers were observed from each selected school for 40 days with the help of prepared checklist. The already prepared checklists were marked while observing the classes.
- d. After that, the records were kept by keeping the diary when some new strategies and materials were seen being employed in class which were not possessed by the observation checklists.
- e. At last, I thanked all helping hands for their co-operation during the data collection.

### **3.6 Data Analysis and Interpretation Procedures**

Qualitative data were analyzed in a narrative way with description and quantitative data were analyzed and interpreted using appropriate statistical tools as per the need and nature of data.

## **CHAPTER FOUR**

### **ANALYSIS AND INTERPRETATION OF RESULTS**

This chapter is about the analysis and interpretation the collected data which Th were analyzed and interpreted. As we know, the raw data were analysed and interpreted both descriptively and statistically such as frequency and percentage in tabulated form. As per the nature of data, the qualitative data were analysed and interpreted descriptively. After the rigorous analysis and interpretation of data some salient findings are drawn. Indeed, this chapter consists of the following sub-headings.

#### **4.1 Analysis of Data and Interpretation of the Results**

This section is mainly concerned with the analysis, discussion, description and interpretation of the elicited data. In fact, the data collected from the informants were analysed and interpreted to find out the techniques and materials of teaching reading used at primary level.

For this study, the data were collected through both observation checklist and diary and analysed and interpreted using descriptive devices and simple statistics. Moreover, the data were also presented in the tabulated form to generate the thematic facts/ factual information. The following headings sub-sum the analysis and interpretation of the collected data.

##### **4.1.1 Application of Sensitizing Technique in Teaching Reading**

In order to find out the current trends of the teaching reading skill at primary level by different eight ELT teachers in different eight schools, the sensitizing technique was observed using observation checklist and keeping diary. This technique was found being used for teaching various aspects in teaching reading. To be specific, this technique was mostly sought being employed for inference, understanding relations with in the sentence and linking sentences and ideas Classroom observation is a major qualitative data gathering tool for the purpose of the study as it helped the researcher to get firsthand information. The researcher used observation checklist and diary to capture relevant information for the purpose of the study. Each eight English language teachers

(T1, T2, T3, T4, T5, T6, T7 and T8) were observed five times. That is to say, five classes of each eight these teachers were observed while they were conducting lessons. To put it in another way, five ELT classes of each teacher were observed and examined how they conducted the ELT classes. This technique was found being used to teach approximately six aspects of teaching reading lesson which are presented in the following table:

**Table 1**  
**Application of Sensitizing Technique in Teaching Reading**

S.N	Application of Sensitizing Technique in Teaching Reading	Yes (frequency)	%	No frequency	%
a	Helping student making use of syntactic clues to discover the meaning	27	67.5	13	32.5
b	Helping students making use of logical and cultural clues to discover meaning	20	50	20	50
c	Teaching the students to discriminate between subject , verb , object or other elements	25	62.5	15	37.7
d	Helping students to create textual cohesion.	20	50	20	50
e	Helping the students in deducing and use of unfamiliar lexical items through word formation	15	37.5	25	62.5
f	Helping students to recognize the structure of complex sentences,	22	55	18	45

As the above table displays, the teachers were found using the sensitizing technique for the students for making use of syntactic clues to discover the appropriate meanings nearly in 67.5% of classes out of the 40 classes while

conducting the lessons. In most of the classes i.e. (62.5%), this technique was sought being used for teaching the students to discriminate between grammatical functions in clauses. Similarly, this technique was found being used to recognize the structure of complex sentences more than the half of the observed classes which is the 55% of the total classes.

In the same way, the same technique was found being employed to assist students in making use of logical and cultural clues to seek the meanings and in creating textual cohesion in 50% of the classes equally. Moreover, this technique was found being used for deducing meaning and use of unfamiliar lexical items through word formation in 37.5 % of the total classes.

To analyse the data, it can be said that the sensitizing technique was used mostly used for inference, understanding relations within the sentences and connecting sentences and ideas in the texts from highest to lowest order respectively. By the data shown in above table, it can also be claimed that students were mostly engaged to infer meaning from the new texts without prior teaching of unfamiliar elements i.e. words with moderate degree of motivation.

To conclude, this technique was seen being used generally for inference, formation of elements in the sentence and creating textual cohesion to enhance skill of students to discover contextual meaning, explicit knowledge of word formations and sentence formation.

#### **4.1.2 Techniques Used for Improving Reading Speed**

During the class observation of this study, the ELT teachers were sought to be using techniques such as assigning interesting passage, issuing short passage to student letting them to read in limited timeframe, providing student the reading lessons of different kind which they find more enjoyable and letting them discuss on these lessons each other in limited time and telling students to read the texts and provide comments for improving reading speed in teaching reading skill. As the classes were observed, four different techniques were

found being used to improve the reading speed in students. For eliciting data regarding the application of techniques for improving reading speed in class, the class observation was made in terms of the observation checklist and diary was kept. The elicited data are presented in the table below:

**Table 2**  
**Techniques Used for Improving Reading Speed**

S.N	Techniques used for Improving reading speed	Yes (frequency)	%	No (frequency)	%
a	Giving students passage to read	27	67.5	13	32.5
b	Asking them to read the passage within given time	22	55	18	45
c	Setting a time at various points in a course at which students discuss each other about the lesson they find enjoyable.	30	75	10	25
d	reading fast and commenting on each other's lessons	20	50	20	50

The above table shows four major techniques/activates which were found being used for improving reading speed in students in class. It can be said that in majority of the classes (i.e.75%) the teachers were found being setting a timeframe and letting the students to discuss each other about the lessons which they find enjoyable. Similarly, altogether in 67.5% of the observed classes the teachers were sought being giving students a passage to read for the same purpose. Accordingly, in most of the classes i.e. (55% and 50%) the teachers were found letting students to read the passage in given time and asking them to read fast and comment on each others' lessons respectively.

By these above data, it can be easily said that students were also found interested and encouraged while setting a timeframe and letting the students to discuss each other about the lessons which they find enjoyable. Additionally, most of the students got easily ready to take part in all these activities. However, a few students were found a bit reluctant to involve in these techniques as they read slowly and they tended to stumble on unfamiliar words. As the result, they failed to grasp the general meaning of the passage. Hence, reading speed of these students was relatively slower than the other students.

To sum up, it can be analysed that total four techniques were elicited for improving reading speed in student in class.

#### **4.1.3 Techniques Used to Predicate Successive Meaning Idea**

Regarding the techniques used for predicating in teaching reading skill, the 40 classes of eight ELT teachers were minutely observed and examined using observation checklist and keeping records in diary. After the class observation, altogether 4 techniques were found being employed while teaching reading. In the following table first two techniques of enhancing predictability in students while teaching reading skill were observed and marked on the observation and rests of the strategies were recorded in the diary.

They were summarized and presented in the following table:

**Table 3**  
**Techniques Used to Predicate Successive Meaning Idea**

S.N	Predicting	Yes (frequency)	%	No (frequency)	%
a	Given the students unfinished passage and asking them to predict what is likely to come next.	30	75	10	25
b	Giving the students a number of words or cues to get an idea of what kind of sentence is likely to follow.	28	70	12	30
c	showing pictures, maps, signs and cartoon	35	87.5	5	12.5
d	Predict the content of text by tantalizing clause they give	22	55	18	45

The above table displays that the four techniques were seen being conducted to enhance the predictability skill in students. As revealed in the above table, it can be easily understood that teachers played an important role to induce the skill of predictability in students through various activities/ techniques. More specifically, in the considerable numbers of classes i.e., (87.5) out of 40 observed classes, the teachers were found being inducing the art of predictability by showing pictures, maps, signs and cartoons in class. Since teachers presented these visual materials, the students were found highly motivated and got mostly involved for predicting about the reading texts. As such, in 75% and 70% of observed classes the teachers were sought being assigning the unfinished passage and asking them to predict what is likely to come next and giving them a lot of words and sentences to get an idea of what kind of sentence is likely to follow respectively. In the same way, teacher

made students predict the content of the text by tantalizing clues they give in class. It is done in 55% of the total classes.

To conclude, whatever the techniques were employed to facilitate in predicting in teaching reading skill, the involvement of students was considerably praise worthy and appreciable. As the result, students were found active and skillful for predicting.

#### 4.1.4 Technique Used for Prefacing

Regarding the use of previewing/prefacing in teaching reading skill, the teachers were found being using a single activity which is presented in the table below:

**Table 4**  
**Technique Used for Prefacing**

S.N	Prefacing	Yes (frequency)	%	No (frequency)	%
a	Asking students to guess about the by simply looking at its title or headlines.	31	77.5	9	22.5

The above table depicts that a single activity was found being used in class in order to find out where the required information is likely to be. Indeed, this technique was found being implemented through asking students to guess by simply looking at headlines and titles of the passage. Obviously, in majority of the classes i.e. (77.7%) this activity was used for the same purpose.

To sum up, this technique was mostly used in class as the students mostly got involved in the application of it.

#### 4.1.5 Techniques Used for Anticipation

While employing various techniques to induce the anticipative art in students in teaching reading lessons, the teachers were found being engaging students in various. However, only two techniques were found being employed for the same purposes while teaching reading in class. They are summarized and presented in the following table:

**Table 5**  
**Techniques Used for Anticipation**

S.N	Anticipation	Yes	%	No	%
a	Asking some simple questions by teacher before reading passage.	29	72.5	11	27.5
b	Stimulating student interest in the text showing the pictures.	23	57.5	17	42.5

As the above table display, only two kinds of techniques were found being used for anticipation in class. In majority of the observed classes i.e. (72.5) teachers was found being asking some questions for reading passage. The students were keen interested to involve in this activity which helped them to read effectively. This technique aroused the interest of the students to actively get involved in the reading passage.

Similarly, students were highly motivated towards the reading lessons as the teachers stimulated them to concentrate on the text by showing the pictures. This technique was conducted almost in 57.5% of the total observed classes.

#### 4.1.6 Skimming Technique Used in Teaching Reading

In context of using skimming technique for various purposes in teaching reading skill, the 40 classes of eight ELT teachers were minutely observed and examined using observation checklist and keeping records in diary. After the class observation, the teachers were sought being letting this technique to use to the students for finding out gist, specific language and intention of writers

and for detailed comprehension. In the following table first purpose for which and along rest one this technique was used was observed and marked on the observation and rests of the purposes were recorded in the diary. They were summarized and presented in the following table:

**Table 6**  
**Skimming Technique Used in Teaching Reading**

S.N	Skimming	Yes	%	No	%
a	Helping students for quickly going through the text to find out the gist.	21	52.5	19	47.5
b	To identify specific use of language	20	50	20	50
c	Helping students read the text for detailed comprehension	30	75	10	25
d	Helping students to understand intention of writer.	23	57.5	17	42.5

As the above table displays, the teachers were found being using the skimming technique for the students to find out the gist of the text, identify specific use of language, to understand the intention of the writers and for detailed comprehension of the text. In majority of the classes i.e. (75%) out of the 40 classes this technique was found being used for the detailed comprehension of the texts. In most of the classes i.e. (57.5% and 52.5), this technique was sought being used for finding out the gist of text and intention of writers respectively. Similarly, this technique was found being used for the identification of the specific use of language almost in half of the observed classes. In addition, the same technique was used even for improving reading speed for the students.

To sum up, the data, it can be said that teacher employed this technique to make students comprehend text in greater depth. Simultaneously, it was also used to find out particular language, gist and what the writer want to deliver in the text.

#### 4.1.7 Scanning Technique Used in Teaching Reading

Regarding the use of scanning technique for various purposes in teaching reading skill, the classes were minutely observed and examined using observation checklist and keeping records in diary. After the class observation, the teachers were sought being letting this technique to use to the students for finding out particular piece of information, rhyming words and some specific terms. In the following table first purpose for which and along rest one this technique was used was observed and marked on the observation and rests of the purposes were recorded in the diary. They were summarized and presented in the following table

**Table 7**  
**Scanning Technique Used in Teaching Reading**

S.N	Scanning	Yes (frequency)	%	No (frequency)	%
a	Helping students to find out particular piece of information from the text .	26	65	14	35
b	To find out rhyming words	25	62.5	15	37.5
c	to find out some specific terms in texts	20	50	20	50

As the above table shows, the teachers were found being using the scanning technique to find out particular piece of information, rhyming words and some specific terms in the text. In majority of the classes i.e. (65%) this technique was found being used to help students to find out particular piece of information. In most of the classes i.e. (62.5%), this technique was sought being used for finding out rhyming words in the texts. Similarly, in half of the observed classes this technique was found being used for the identification of the specific terms in texts. Moreover, the same technique was used for enhancing the reading speed in students.

To sum up, it can be said that teacher employed this technique mainly for three purposes namely to find out particular information, rhyming words and some specific terms.

#### 4.1.8 Materials Used In Teaching Reading Skills

In this study, different types of instructional materials appropriate for teaching reading skill were found being employed in order to make the teaching speaking effective, successful and productive in the class. Each eight ELT teacher from eight schools were found skillful for preparing and operating these instructional materials. The 40 classes of teaching reading were observed and examined on what types of teaching materials were being used and how the teachers used them in ELT classes. Additionally, the observation was done on how often they were used in teaching speaking. In this regard, the observation checklist and diary were employed in order to elicit the information about the materials used in class. These teaching materials are presented in the table below:

**Table 8**  
**Materials Used In Teaching Reading Skills**

S.N.	Use of materials	Yes (frequency)	%	No (frequency)	%
1	Pictures	19	47.5	21	52.5
2	Post- Cards	10	25	30	75
3	Notes	14	35	26	65
4	Newspaper and magazine	12	30	28	70
5	Articles	11	27.5	29	72.5
6	Reports	10	25	30	75
7	Reviews	13	32.5	27	67.5
8	Letters	7	17.5	33	82.5
9	Summaries	16	40	24	60
10	Pamphlets	8	20	32	80

11	Advertisements	15	37.5	25	62.5
12	Brochures	21	52.5	19	47.5
13	Catalogues	18	45	22	55
14	Puzzles	17	42.5	23	57.5
15	Instructions	15	37.5	25	62.5
16	Directions	14	35	26	65
17	Notices	12	30	28	70
18	Posters	19	47.5	21	52.5
19	Signs	15	37.5	25	62.5
20	Comic scripts	30	75	10	25
21	Cartoons	20	50	20	50
22	Caricatures	13	32.5	27	67.5
23	Maps	8	20	32	80
24	Statistics	18	45	22	55
25	Diagrams	20	50	20	50
26	Flow pie – charts	14	35	26	65
27	Timetables	11	27.5	29	72.5
28	Telephone directories	15	37.5	25	62.5
29	Dictionaries	10	25	30	75
30	textbook	35	87.5	5	12.5

This above table points out the 30 teaching materials that were applied to teach the reading skill in class. The teachers were found being using all the visual aids to induce the magnitude of reading skill on the part of students. Among all these instructional materials, the ‘textbook’ was found most frequent used material in the teaching reading lesson which was applied in almost all i.e, (87.5) classes. By this it can be said that textbook is regarded only most available source for reading lesson in all the schools. The next most frequent teaching aid was ‘comic scripts’ which was used in 30 classes. By this, it can strongly be said that students were motivated and interested to read comic

scripts in the reading class. The third most used instructional material was 'brochures' which was used in 52.5% of the classes.

Some other relatively most employed were 'cartoons', 'diagrams', 'picture', 'posters', 'catalogues', 'statistics', 'puzzles' and 'directions' which were found being used in 50%, 47.5%, 45% and 42% of the total observed classes respectively.

Altogether eight instructional materials such as 'summaries', 'advertisements', 'instructions', 'signs', 'telephone directories', 'directions', 'flow pic-charts' and 'notes' were sometimes used in the class. 'Summaries' was used in 40%, next four were used in 37.5% and last three were used in 35% of the classes respectively.

Accordingly, 'reviews', 'caricatures', 'newspaper and magazines', 'notices' and 'articles' were found relatively less frequent reading materials used in teaching reading.

Other five materials used for teaching reading were 'time tables', 'reports', 'dictionaries', 'pamphlets', 'post cards' and 'maps' were found rarely used materials. Moreover, 'letters' were found least used teaching materials for teaching reading which was used only in 7 classes out of the 40 classes.

To analyse and interpret the ideas, as 'textbook' was mostly used material in comparison to the other it can openly be claimed that students were focused to use it for reading text. It can also be guessed that students were not presented the authentic and the teachers had less belief in other material for enhancing reading skill of the students in class. By these data, it can also be said that visual aids were found being presented in most of the classes for teaching reading. The use of visual aids was done in approximately in majority of the classes, this is positive and praise worthy. However, the magnitude of the use of the audio, and audio-visual was very miserable. It would have been better to induce the extent of audio-visual aids' application in teaching reading as they

were more lively, stimulating and integrate the script, animation, sound and pictures in a single form.

## **4.2 Summary of Findings**

This section mainly deals with the results drawn from the collected data. As the main objective of this study was to find out the techniques and materials used by the primary level ELT teachers in teaching reading skill, the observation of 40 classes of different eight teachers from different eight schools was done in order to elicit the information for the same purpose. Class observation and diary were employed as data collection tools. After analyzing and interpreting the data, the major results of the study were drawn which are presented under the followings points:

- a) Some other relatively most employed were ‘cartoons’, ‘diagrams’, ‘picture’, ‘posters’, ‘catalogues’, ‘statistics’, ‘puzzles’ and ‘directions’ which were found being used in 50%, 47.5%, 45% and 42% of the total observed classes respectively.
- b) Altogether eight instructional materials such as ‘summaries’, ‘advertisements’, ‘instructions’, ‘signs’, ‘telephone directories’, ‘directions’, ‘flow pic-charts’ and ‘notes’ were sometimes used in the class. ‘Summaries’ was used in 40%, next four were used in 37.5% and last three were used in 35% of the classes respectively.
- c) Accordingly, ‘reviews’, ‘caricatures’, ‘newspaper and magazines’, ‘notices’ and ‘articles’ were found relatively less frequent reading materials used in teaching reading.
- d) Other five materials used for teaching reading were ‘time tables’, ‘reports’, ‘dictionaries’, ‘pamphlets’, ‘post cards’ and ‘maps’ were found rarely used materials. Moreover, ‘letters’ were found least used teaching materials for teaching reading which was used only in 7 classes out of the 40 classes.

- e) Throughout the whole duration of class observation approximately 14 techniques of teaching reading were found being used in the class. The major techniques were sensitizing, scanning, previewing, etc. and the major materials were textbook, pictures, comic script, newspaper, cutouts, puzzles, posters and so on.
- f) The teachers were found being using the sensitizing technique by making use of syntactic clues to discover the appropriate meanings nearly in 67.5% of classes out of the 40 classes. Particularly, sensitizing was found being used for inference of meanings, structures and other elements in the passage.
- g) In the context of use of techniques for improving reading speed of students, total four major techniques. For the same purpose, in majority of the classes (75%) the teachers were found being setting a timeframe and letting the students to discuss each other about the lessons which they find enjoyable. Similarly, altogether in (67.5%) of the observed classes the teachers were sought being giving students a passage to read for the same purpose.
- h) Regarding the development of predictability skill in students mainly four techniques were seen being conducted in class. More specifically, most of classes i.e, (87.5%) out of 40 observed classes, the teachers were found being inducing the art of predictability by showing pictures, maps, signs and cartoons in class. Since teachers presented these visual materials, the students were found highly motivated and got mostly involved for predicting about the reading texts.
- i) In the application of the previewing technique, a single activity was found being used in class in order to find out where the required information is likely to be. This technique was conducted by asking students to guess by simply looking at headlines and titles of the passage in majority of the classes i.e. (77.7%).

- j) To talk about the anticipation in class, in majority of the observed classes i.e. (72.5%) teachers was found being asking some questions for reading passage which aroused the interest of the students to actively get involved in the reading passage.
- k) In the respect of using the skimming technique in teaching reading skill, this technique was used to find out the gist of the text, identify specific use of language, to understand the intention of the writers and for detailed comprehension of the text. In majority of the classes i.e. (75%) out of the 40 classes this technique was found being used for the detailed comprehension of the texts.
- l) In the same way, scanning technique was found being used to find out particular piece of information, rhyming words and some specific terms in the text. In majority of the classes i.e. (65%) this technique was found being used to help students to find out particular piece of information. In most of the classes i.e. (62.5%), this technique was used for finding out rhyming words in the texts.
- m) Altogether 30 teaching materials were applied to teach the reading skill in class. The teachers were found using different the visual aids such as 'comic scripts', 'cartoons', 'pictures', 'posters' and so on in class. The 'textbook' was found most frequently used material in the teaching reading lesson which was applied in almost all i.e, (87.5) classes. Thus, it can be said that textbook is regarded only most available source for reading lesson in all the schools. The next most frequent teaching aid was 'comic scripts' which was used in 30 classes. By this, it can strongly be said that students were motivated and interested to read comic scripts in the reading class.

## **CHAPTER FIVE**

### **CONCLUSIONS AND RECOMMENDATIONS**

This is the final chapter of this research which is constituted of the conclusions and recommendations made by the researcher after summarizing the major findings of the study. This chapter is divided into two parts conclusions and recommendations. The recommendations of the study provided to be effective for policy, practice and research related levels respectively

#### **5.1 Conclusion**

Conclusion is the final outcome or theme drawn after the successful conduction of the study. It is crucial message that the researcher draws after the systematic synthesis of his whole study. As my study was on “Techniques and Materials Used in Teaching Reading Skill”, it tried find out the techniques and material used by ELT teachers while teaching reading at primary level. Technique in teaching English is the ways of presenting the language to the students. Technique in teaching is needed to achieve the teaching-learning purposes, because teaching will be successful if the teacher implements the appropriate technique and materials in the class.

Teaching language is scholarly job which needs ample knowledge on the respective language. It is also necessary to have adequate strategies/ techniques, well information about instructional materials, the students’ level of knowledge and psychology for the successful teaching of language. In addition, one needs to get command over the different language skills and aspects and up- to – dated information over them to be the trained teaching professional.

English in Nepal is largely treated as an academic subject in all the educational institutions. It is broadly used in most of the fields such as civil aviation, foreign trade, tourism and international relation. To get involved any of these fields, one requires a high level of English proficiency to conduct tasks

effectively. Apparently, in the teaching fields, the ELT teachers should get the proper pedagogic insight and well knowledge about teaching language skills and aspects. Since reading skill is one of the important skills for teaching and learning language, more specifically, English language, it is necessary to use different teaching reading techniques and materials on the part of ELT teachers from elementary level to advance level. So, the main purpose of this study was to find out the techniques and the materials adopted by primary level English teacher in teaching reading. Indeed, the main concern of this study was to find out what is the current trend of Primary level ELT teachers in teaching reading skill in English in Rupendehi district.

By analyzing and drawing the findings, it can be said that in primary schools two main types of reading activities are supposed to be effective. The first type, teaching reading through songs, chants, and poems, charts, maps pictures, magazine cutouts, cartoons, drawing, and other teaching lesson they like most encourages students to read with greater motivation. As a result, they build effective reading habit to grasp the message provided by them. An extensive reading is next type which induces the reading skill on the part of students.

To conclude, as title of this study reveals the nature of the study to be followed. So, the survey research design was adopted to find out the techniques and materials used by the primary level teachers in Rupendehi district. The different eight teachers of different eight schools were selected using purposive sampling in order to get sample of the study. After that, five classes of each teacher were observed with the help of observation checklists and diary keeping. The results of the whole study were drawn by analyzing and interpreting data systematically. The major findings such as 14 techniques used for teaching reading skill, sensitizing, skimming, scanning as major techniques and textbook is a major teaching reading material were drawn. Additionally, no audio-visual aids were found being used in teaching the same skill. So it can be stated that use of maximum authentic visual aids and audio-visual aids in

teaching reading skill can have relatively better impact on developing reading comprehension on the part of students.

## **5.2 Recommendations**

Based on the major results of the present study the following recommendations / suggestions and implications for different level are proposed:

### **5.2.1 Policy Related**

The following implications are proposed for this level:

- a. In designing syllabus the scope of visual and audio visual aids should be increased as they are lively, stimulating and more interesting to the students.
- b. Importance of the same materials needs to be highlighted in different teacher training programmes and workshops.
- c. Government should make provision and encourage to use IT materials which greatly contribute to enhance the reading skill of students.
- d. Concerned authorities should encourage to use the authentic materials along with non-authentic materials as they provide the live experiences to the readers

### **5.2.2 Practice Related**

Some precise suggestions are provided on the basis of the findings of this study for this level in the following points:

- a. Since only 14 techniques for teaching reading were found used, it can be said that the ELT teachers need to use maximum numbers of techniques for teaching the same skill.
- b. As sensitizing, skimming and scanning techniques were most frequently used in class, other techniques of teaching reading should be employed.
- c. As 'textbook' was found most frequently used materials, teachers have to use it more effectively.

- d. Teachers should encourage students to involve in reading activities and exercises.

### **5.2.3 Future Research Related**

Indeed, no work is final and no research is complete in itself. Regarding the further researches in the field of techniques and materials of teaching reading skill, it is important that a large scale similar study should be carried out taking almost all the primary schools into consideration in order to find out the current trend of teaching reading in ELT class. Considering limitations of this study, some directions for the further research seem to be fruitful:

- a. Since there was no use of audio-visual aids, the further research should be done in the effectiveness of audio-visual materials in teaching reading skill and in rest of the language skills.
- b. As this study was concerned only teaching reading techniques and materials at primary level, further researchers are suggested to conduct research on management of teaching reading class at advance level.

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## APPENDIX-1

### Classroom Observation Form

The following observation checklist is based upon the classroom activities and techniques used by the teachers while teaching reading.

The researcher will apply this checklist to collect data by observing classroom while teaching reading skills.

Name of Teacher: .....

Date: .....

School: .....

No. of Students...

Level: .....

	Reading techniques	Yes	No
a.	<p>Sensitizing</p> <ul style="list-style-type: none"><li>i) Helping students making use of syntactic clues to discover the meaning.</li><li>ii) Helping students making use of logical and cultural clues to discover meaning.</li><li>iii) Teaching the students to discriminate between subject, verb, object or other elements.</li><li>iv) Helping students to create textual cohesion.</li><li>v) Helping the students in deducing meaning and use of unfamiliar lexical items through word formation.</li><li>vi) Helping students to recognize the structure of complex sentences.</li></ul>		

b.	<p>Improving reading speed</p> <ul style="list-style-type: none"> <li>i) Giving students passage to read.</li> <li>ii) Asking them to read the passage within given time.</li> </ul>		
c.	<p>Predicting</p> <ul style="list-style-type: none"> <li>i) Giving the students unfinished passage and asking them to predict what is likely to come next.</li> <li>ii) Giving the students a number of words or cues to get an idea of what kind of sentence is likely to follow.</li> </ul>		
d.	<p>Prefacing</p> <ul style="list-style-type: none"> <li>i) Asking students to guess about the by simply looking at its title or headlines.</li> </ul>		
e.	<p>Anticipation</p> <ul style="list-style-type: none"> <li>i) Asking some simple questions by teacher before reading passage.</li> <li>ii) Stimulating student interest in the text shoeing the pictures.</li> </ul>		
f.	<p>Skimming</p> <ul style="list-style-type: none"> <li>i) Helping students for quickly going through the text to findout the gist.</li> </ul>		
g.	<p>Scanning</p> <ul style="list-style-type: none"> <li>i) Helping students to find out particular piece of information from the text.</li> </ul>		

Use of Materials	Yes	No
1. Pictures		
2. Post-cards		
3. Notes		
4. Newspaper and magazine		
5. Articles		
6. Reports		
7. Reviews		
8. Letters		
9. Summaries		
10.Pamphlets		
11.Advertisements		
12.Brochures		
13.Catalogues		
14.Puzzles		
15.Instructions		
16.Directions		
17.Notices		
18.Posters		
19.Signs		
20.Comic scripts		
21.Cartoons		
22.Caricatures		
23.Maps		
24.Statistics		
25.Diagrams		
26.Flow pie-charts		
27.Timetables		
28.Telephone directories		
29. Dictionaries		