

CHAPTER ONE

INTRODUCTION

The present study is on the “Effectiveness of Rapid Reading in Promoting Reading Skills”. This heading consists of general background, objectives of the study, significance of the study, methodology, limitations of the study, analysis, interpretation, and presentation, findings and recommendations for pedagogical implication.

1.1 General Background

Language is the greatest achievement of human civilization. It is the most significant asset of human life. Language is a special gift that all normal human beings are endowed with. Therefore, it is said to be species specific. It is the only human beings who can acquire language. And it is due to language which makes human being greatest of all the creatures on the planet. Language is always present in human life. We use language in one form or the other when we speak, write, think, listen, recollect, read something or even dream during our sleep. Thus, it is a means of communication. As such, it pervades most of human activities. In this regard, Jespersen (1904, p. 4) says, "Language is not an end in itself ... it is a way of connection between souls, a means of communication" (as cited in Sthapit, 2000, p. 1). Human beings use language to express their emotions, feelings, thoughts ideas, experiences, achievements et cetera. And more importantly they use language to communicate with each other. Language is perhaps the easiest means to get things done. Language is viewed to be unique asset of human beings. It has made our position superior to other living beings. Stressing this view, Krishnaswami N. et. al. (1992, p. 3) states, "Thanks to language, man became man". Stressing on the importance of language, Lyons (1981, p. 10) says, "... man is most clearly distinguished from other animal species ... by his captivity for

language." In the same way, Crystal (2003, p. 255) says, "Language, at its most specific level, refers to the concrete act of speaking, writing or singing in a given situation". This act of communication can take place either in the form of speech or writing. In this regard, Lyons (1981, p. 18) states, "... speech is primary and the writing is secondary and derived from it." Thus, deriving from these quotations we can say that language, at its most specific level, refers to the voluntary vocal system of human communication.

They have also highlighted the importance of language in human communication. This unique possession pertaining to human beings is primarily meant for communication. Jespersen (1954, p. 7) says: Language is frequently spoken as a 'living organism'. We hear the 'life' of a language, of the 'birth' of new language and of the 'death' of old languages and implication, though not always realized, is that a language is a living thing, something analogous to an animal or plant. Therefore, language cannot be defined in a single word. Language is not regarded as constant, there is some loss and gain theory implied in language because it is dominated by many factors such as social, cultural, economic, political, geographical and so on. However, from ancient time to post modern period, language has been defined differently. Some of the definitions of language are presented in the following lines.

According to Sapir (1921, p. 8) "Language is a purely human and non instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols." (as cited in Lyons,1981,p. 4).Similarly, Bloch and Trager (1942, p. 5) wrote "A language is a system of arbitrary vocal symbols by means of which a social group co-operates." (as cited in Lyons,1981,p. 4).The Bloch and Trager definition differs from Sapir's in that it brings in the property of arbitrariness and explicitly restricts language to spoken language. In his Essay on Language, Hall (1961, p. 158), tells us that language is "the institution whereby humans communicate and interact with each other by means of habitually used

oral-auditory arbitrary symbols”. (as cited in Lyons, 1981, p. 5). Hall, like Sapir, treats language as a purely human institution; and the term ‘institution’ makes explicit the view that the language that is used by a particular society is part of that society’s culture. (as cited in Lyons, 1981, p. 5). Similarly, in the words of Crystal (2003, p. 255) "Language is the concrete act of speaking, writing or signing in a given situation". In the words of Widdowson (1988, p. 3) "Language is a system of arbitrary vocal symbols which permit all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact".

In rather sociolinguistic way, in the encyclopaedia, Britannica (vol. XIII. P. 639) language is defined as “an arbitrary system of vocal symbols by means of which human beings as a member of social group and participants in a culture interact and communicate”. Unlike the other definition mentioned above Chomsky (1957, p. 13) opines, “From now on I will consider a language to be a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements.” (as cited in Lyons, 1981, p. 7)

The above mentioned definitions of ‘language’ have served to introduce some of the properties which some linguists have taken to be essential features of languages. Most of them have taken the view that languages are systems of symbols designed, as it were, for the purpose of communication. We see that various scholars have defined language in their own ways. No single definition of language is perfect in itself. However, it is widely accepted that language is a complex human phenomenon and its main purpose is to communicate.

1.1.1 Language Skills

Learners need some skills to communicate in a particular language. Basically, there are four skills of language: listening, speaking, reading and writing. Language begins with listening. So, the learner requires developing listening skill first. If a child is born deaf he cannot speak. Gradually, the child learns to imitate

the language to which he is exposed to and starts speaking. These two skills are basic skills for all (both literate and illiterate). Reading and writing are more advanced skills that are used by only literate and educated people. "To be able to use the language, to convey thoughts, intentions, wishes, information, etc. a person needs a mastery of various elements." (Haweraft, 1978, p. 19).

The four skills mentioned above are classified as receptive and productive skills. While listening and reading we receive message or idea from the spoken or written text. Hence, listening and reading are categorized as receptive skills. Similarly, while speaking and writing we convey our message or idea. Hence, speaking and writing are categorized as productive skills. However, we cannot draw an airtight distinction between receptive and productive lines because at times receptive skills tend to be productive and productive skills vice versa. There are a number of sub-skills within each main skill which often overlap and reinforce one another.

1.1.2 Reading Skills

Reading generally means total understanding of a message or information in given text. In the simple way we can define reading as understanding or making sense of given text. This means the meaning of the reading text not merely lies in the text waiting to be passively observed instead while reading a text, the reader should be actively involved and work to get the meaning of the text. Reading is the third language skill, after listening and speaking. Reading is not a natural skill-people listen and speak naturally but they have to be taught to read and write. However, reading is important because it is one of the ways we receive information. While reading we deduce meaning from the text. Hence, it is receptive skill. Similarly, while reading a particular text we also guess, predict, check, and ask ourselves questions. Reading often operates in making sense of the text. Though we sometimes read for pronunciation or vocalization purpose, we mostly read for comprehension of the sense of the text. The comprehension may be concerned

with extracting specific information, or getting general picture or gist of the text. So, it is a productive skill as well. According to Richards et al. (1999, p.139), "Reading is a process of perceiving a written text in order to understand its content. It helps to decode or perceive the message from the printed text".

Similarly, Nuttall (1996, p.11) says that "Reading is an interactive process- as conversation is- because both reader and writer depend on one another". Reading can also be described as a means of language acquisition, of communication, and of sharing information and ideas. Reading is basically an interactive process where the interaction of the reader and the text is central to the understanding of the text. It is an active skill because we cannot understand the text without active reading. It is regarded as only barking at the print when we read written text without understanding.

Khaniya (2005, p. 139) opines, "In a usual way, reading is handled as reading comprehension. Then instead of defining reading, it is useful to deal with reading comprehension." Reading comprehension has been defined in many ways.

Grellet (1981, p. 3) defines reading comprehension as "extracting required information from it as efficiently as possible." Reading varies according to the purpose of reading and type of text. For example, we read advertisement given in a newspaper is different from the way we read academic article. The reader, while reading academic article tries to find out all the details in the text whereas he just scans while reading newspaper advertisement.

There is a great controversy between the scholars in defining reading comprehension. Some argue that it is a single competence. On the contrary, others claim that it is not a single competence instead it is an inclusive term which incorporates several sub skills. In this Connection, Khaniya (2005, p. 39) argues, "While dealing with reading comprehension, there is also a debate on whether it is a single competence or it is composed of several reading sub-skills."

1.1.2.1 Sub-Skills of Reading

As mentioned above, reading is understanding, which includes extracting the required information from the text as proficiently as possible. Therefore, it is a process of communication because the writer communicates with the reader and the reader interacts with the writer's beliefs and intension. It is one of the basic skills of language development. It includes both visual and non-visual experiences and behavior. Therefore, there are several sub-skills of reading. It means, it is a skill which is composite of other several sub-skills. According to Munby (1978, p. 123-131)), sub-skills of reading are:

- Recognizing the script of a language.
- Deducing the meaning and use of unfamiliar lexical items.
- Understanding explicitly stated information.
- Understanding information when not explicitly stated.
- Understanding conceptual meaning.
- Understanding the communicative value (function) of sentences and utterance.
- Understanding relations within the sentences.
- Understanding relation between the parts of a text through lexical cohesion devices.
- Understanding cohesion between parts of a text through grammatical cohesion devices.
- Interpreting text by going outside it.
- Recognizing indicators in disclosure.
- Identifying the main point or important information in a piece of discourse.
- Distinguishing the main idea from supporting details.
- Extracting salient points to summarize (the text, an idea etc.)
- Selective extraction of relevant points from a text.
- Basic reference skills.

- Scanning to locate specifically required information.
- Transcoding information to diagrammatic display.

Therefore, to be a proficient reader, one has to develop the above mentioned skills. For the purpose of developing these skills, we can do several types of exercises. Grellet (1981, p. 13) suggests the following exercises to develop the reading skills.

To clarify the organization of the passage, the questions can be about:

- the function of the passage
- the general organization (e.g. argumentative)
- the rhetorical organization (e.g. contrast, comparison)
- the cohesive devices (e.g. link-words)
- the intrasentential relations (e.g. derivation, morphology, hyponymy)
- to clarify the contents of the passage.

The questions can be about:

- plain facts (direct reference)
- implied facts (inference)
- deduced meaning (supposition)
- evaluation (p.5).

1.1.2.2 Types of Reading

Types of reading are also known as techniques of reading. There are various types of reading. All the readers have their own purpose for reading a text. That means, no readers go through a text unless they have some purposes in mind. Reading can be of different types on the basis of speed, noise, purpose of reading and focus of attention. A brief account of types of reading has been given below:

a. On the Basis of Speed

On the basis of speed, there are two types of reading: slow reading and rapid reading. They are briefly described below:

I. Slow Reading.

Slow reading refers to the reading in relatively slow speed. It occurs in the beginning stage of reading and while reading difficult passages. It is fruitful while teaching listening. It is done for the purpose of understanding in-depth ideas and learning about the language system. In other words, it consists of techniques to teach students to read with comprehension and achieve a deep understanding of what they read. It reading develops students reading comprehension and the readers can accumulate detailed information. (<http://www.readingtechniques.com>)

II. Rapid/Fast Reading

Rapid reading is also known as fast or speed reading. In other words, it refers to reading at relatively faster speed. It consists of techniques to teach students to read more quickly and achieve a greater degree of understanding of what they read. Rapid reading develops students reading speed and the readers can accumulate a lot of information. Readers use eye movements when reading rapidly and use better ways of understanding meaning in the written text. It is a kind of timed reading in order to develop speed and efficiency. It is done by the native speakers and learners after being expert in foreign language. It occurs while reading silently. This type of reading is used while reading simple text and for self study. The activities like summarizing and paraphrasing can be given to the students for practicing rapid reading. It is economic and important in the sense that the faster we read the more we acquire. (<http://www.speedreading.org.uk>)

b. On the Basis of Noise

Silent reading and loud reading are the two types under the noise basis. A brief description of these two types is mentioned below:

I. Silent Reading

Silent reading refers to understanding the required information from graphic symbols with the help of our eyes. It involves mental process without making use of organs of speech. . A good silent reader does not allow even the movement of lips and the use of pen and pencil on the print. The readers are not allowed to walk their heads. Therefore, it is useful for self study and library reading. Silent reading is "perceiving a written text in order to understand its content" (Richards, et al., 1999).

Experiments have proved that more comprehension is achieved only through silent reading. Silent reading is considered to be the best kind of reading as the mind is fully engaged in this act. Silent reading is required at the advanced level where students need a consolidation of all the language skills, vocabulary, structure etc. It facilitates the mastery of language and encourages the students develop the way to enjoy and recreate themselves, cultivating interest in many kind of reading. The aims of silent reading are pleasure and profit to be able to read for interest and to get information.

II. Loud Reading

Reading aloud is also known as oral reading. In this kind of reading, the reader reads block by block individually. The reader finishes one word, phrase, clause, sentence or unit and then goes to another. Loud reading involves both physical and mental process. It changes the graphic symbols into the spoken form and interprets them. It involves pronunciation and helps in relating spelling with pronunciation. It is useful especially for lower level students and reading for others who are blind

and illiterate. This kind of reading is carried out to enable the students to read with correct pronunciation, articulation, intonation and rhythm. It is aimed to enable the students to read with due expressions and to understand the meaning of the read words and sentences. It is also useful to test students' knowledge of pronunciation, stress, intonation etc. Therefore, to read aloud, the readers should bare the good knowledge of suprasegmental features, i.e. stress, intonation, rhyme, etc. Hence, reading aloud is a difficult skill. In some cases if the reader cannot maintain the suprasegmental features while reading the text loudly, the reading may convey another meaning. So, it is not better to ask the students to read unseen text aloud which contains new vocabulary items. The students are unable to concentrate adequately on the meaning of the text while reading loudly.

Reading aloud is required on a very few occasions in real life situation, e.g. reading out a report, instructional manual, etc. Many experts argue that reading aloud is not reading at all as it does not necessarily involve comprehension. Reading aloud is both a test and a practice.

c. On the Basis of Focus of Attention

On the basis of focus of attention, there are two types of reading. The brief accounts of these types are given below:

I. Skimming

Skimming is a process of speed reading that involves visually searching the sentences of a page for clues to meaning. It is used to quickly identify the main idea of a text. Skimming is the rapid type of reading in which the eyes run quickly over the text to discover the main ideas or gist of it. It entails the readers' ability to pick our main points rapidly disregarding what is not essential or relevant to that general idea of the text. "Skimming is one of the specific reading techniques necessary for quick and efficient reading. When skimming, readers go through the

reading material quickly in order to get gist of it, to know how it is organized, or to get an idea of tone or the intention of the writers” (Grellet, 1981, p. 19).

Skimming is usually seen more in adults than in children. It is conducted at a higher rate than normal reading for comprehension, and results in lower comprehension rates, especially with information - rich reading materials. In other words skimming is done at a speed three to four times faster than normal reading. Readers often skim when they have lots of material to read in limited amount of time. This technique is useful when readers are seeking specific information rather than reading for comprehension. Skimming works well to find out dates, names and places. It might be used to review graphs, tables and charts.

II. Scanning

Scanning is a technique used to locate a particular piece of information without necessarily understanding the rest of a text or passage. Scanning is a kind of search reading in which the eyes run quickly over a text to find out a particular piece of information. It focuses its attention to see whether a particular point is present in the text or not and to locate it. The particular information may be the name of person, places, and things, date of some events, etc. It involves the checking of specific items and can also be called as 'item check reading'.

The readers generally scan to search for key words or ideas. In most cases, they know what they are looking for, so they concentrate on finding a particular answer. Scanning involves moving eyes quickly down the page seeking specific words and phrases. Scanning is also used when the readers first find a resource to determine whether it will answer their questions. Once they have scanned the document, they might go back and skim it. When scanning, the readers look for the author's use of organizers such as numbers, letters, steps, or the words, first,

second or next. They look for words that are bold faced, italics, or in a different font size, style, or colour.

d. On the Basis of Purpose of Reading

There are two types of reading on the basis of purpose of reading. The brief accounts of these types are given below:

I. Intensive reading

Intensive reading is a technique in which students are expected to understand everything they read and be able to answer detailed vocabulary and comprehension questions. The intensive reading technique is reading for a high degree of comprehension and retention over a long period of time. Intensive reading is basically a 'study' technique for organizing readings which will have to be understood and remembered good comprehension while reading line-by-line, but remembering is what counts. Intensive reading is not a careful, single reading, but is a method based on a variety of techniques like scanning, the surveying of planning the purpose and others.

Intensive reading is generally done at slower speed, and requires a higher degree of understanding than extensive reading. Intensive reading aims at assimilation of language skills including the study of words, phrases, sentence patterns and other related aspects. It encourages students to comprehend the text, its sense and meaning. In intensive reading, students are expected to understand everything they read and be able to answer the detailed vocabulary and comprehension questions. This is more accuracy activity, involving reading for detail. The purpose of intensive reading is to get detailed information from the text.

II. Extensive Reading

Extensive reading is also known as independent reading. It is primarily carried out to train the students to read directly and fluently in the foreign language for their own enjoyment, without the aid of the teacher (Rivers, 1978, p. 229).

Extensive reading is reading in quantity and in order to gain a general understanding of what is said. It is intended to develop good reading habits, to build up confidence in language, the build up knowledge of vocabulary and structure, and to encourage a liking for reading. Extensive reading means to read silently and quickly in order to understand the subject matter and derive the meaning as a whole without necessarily understanding each word and structure, and without the help of the teacher. Extensive reading is mainly carried out for pleasure. It is a good rapid silent reading for pleasure.

While reading extensively, students are expected to understand the general meaning of text without necessarily understanding the each and every vocabulary items given in the text. In extensive reading the readers have the option of skipping the whole section they find either too difficult or less interesting. This includes the reading of short stories, novels, magazines, etc. The purpose of extensive reading is to get pleasure as well as information.

1.1.2.3 Rapid Reading

Rapid reading generally means quick reading or faster reading. Rapid reading is also known as fast reading. Studying and working all have implications with reading. So, it is highly advantageous to be able to read fast in the world today. Some readers can read a given text faster and some can read the same text at relatively slower pace. This pace of reading is called speed reading. It is a technique to read more quickly and to achieve a greater degree of understanding of what has been read. Rapid reading is a collection of reading methods which

attempt to increase rates of reading without greatly reducing comprehension or retention. Rapid reading is a range of techniques for reading quickly by assimilating several words or phrases at a glance or by skimming. Rapid reading is a selective reading process in which a reader increases their reading rate while attempting to retain as much reading comprehension of text as possible. Rapid reading advocates claims that it is a great success and even states that it is a demonstration of good comprehension for many purposes. (<http://www.readingtechniques.com>)

Readers use more effective eye movements when reading and use better ways of understanding meaning in the written text. It is a kind of timed reading in order to develop speed and efficiency. Rapid reading is effective, economic and important in the sense that the faster we read the more we acquire.

Generally, speed reading begins with choosing the right environment in which to read. Assuming a comfortable posture in order to make readings more enjoyable and ensuring one has sufficient oxygen intake are also important. Having good eye sight and being able to maintain focus are other factors that can naturally increase one's reading rate.

Speed reading varies depending on the aim of the reading - for example, normal reading (reading for comprehension) 200-500 words per minute (wpm), memorisation less than 100 words per minute, reading for learning 100-200 words per minute, skimming 400-700 words per minute, and scanning over 700 words per minute. It should be noted that not all types of reading have the same comprehension level (www.speedreading.org.uk).

"Reading comprehension is the level of understanding of a text passage. Typically an acceptable comprehension is above level 75 percent. This can be improved by self assessment of comprehension using summaries and questions." (www.speedreading.org.uk).

1.1.2.4 History of Rapid/Speed Reading

Psychologists and educational specialists working on visual acuity used a tachistoscope (A tachistoscope is a device that displays an image for a specific amount of time.) to conclude that, with training, an average person could identify minute images flashed on the screen for only five-hundredth of a second. Though the images used were of airplanes, the results had implications for speed reading. Using the same methodology, the U.S. Air Force discovered that they could flash four words simultaneously on the screen at rates of five-hundredth of a second (2ms) with full recognition by the reader. This early form of Rapid Serial Visual Presentation demonstrated that reading speeds could be increased from reading rates to skimming rates; visual processing could also be improved. Researchers suggested that a reader could be instructed in a variety of pacing techniques in attempt to improve reading. Use of a tachistoscope (A **tachistoscope** is a device that displays an image for a specific amount of time.) during instruction could increase reading speeds from 200-400 words per minute.

Following the tachistoscope discoveries, the Harvard Business school produced the first film-aided course, designed to widen the reader's field of focus in order to increase reading speed. Again, the focus was on visual processing as a means of improvement. Using machines to increase people's reading speed was a trend of the 1940s. While it had been assumed that reading speed increases of 100 percent were possible and had been attained, lasting results had yet to be demonstrated.

It was not until the late 1950s that a portable, reliable and convenient device would be developed as a tool for increasing reading speed. The researcher was a school-teacher named Evelyn Wood. She was committed to understanding why some people were naturally faster at reading than others and was trying to force herself to read very quickly. It is told that while brushing off the pages of the book she had thrown down in despair, she discovered that the sweeping motion of her

hand across the page caught the attention of her eyes, and helped them move more smoothly across the page. She then used the hand as a pacer, and called it the "Wood Method", which was renamed to Reading Dynamics in 1958. She coined the term "Speed Reading" (www.bsc.harvard.edu/rc.htm).

1.1.2.5 Purposes of Rapid Reading

In a fast paced world we live in today, effective and efficient reading skills are essential. Increasing reading speed has become an ever-important skill to master. In this current information age, we become exposed to information overload and efficient reading and the ability to effectively retain the right information has become ever more useful. Reading becomes a survival skill for the modern day. We cannot do away with the habit of reading in this millennium. It has been in point of fact a very integral part of life, and it has pervaded our life deeply and profoundly. It is important, then to learn how to filter information overload better and to improve comprehension and retention so that we can process the relevant information better are two fundamental principles for effective speed reading.

Improving our reading skills will not only help us read and comprehend faster, but we will be able to quickly tell the difference between the useful and useless stuff by becoming more discriminating about the information we consume. Speed reading advocates claim that it is a great success and even state that it is a demonstration of good comprehension for many purposes.

The purpose of reading determines the speed of reading. Speed of reading varies with the nature of the reading task and the reader's familiarity with the materials. Difficulty level of the text also determines the speed of reading. Typical reading speed varies dependent upon the aim or purpose of the reading - for example, normal reading (reading for comprehension) 200-250 words per minute, memorisation less than 100 words per minute, reading for learning 100-200 words per minute, skimming 400-700 words per minute, and scanning over 700 words

per minute. It should be noted that not all types reading have the same comprehension levels.

Phyak and Sharma (2006, p. 246) state that readers undergo speed reading mainly for three purposes. They are as follows:

- a. Perspective: Students know the perspective of the passage through the organization of the language (general organization, rhetorical organization etc.).
- b. Evaluation: Readers go through a text to evaluate whether it is worth reading.
- c. Review: Readers make a cursory survey of the text to make a general impression of it.

They further state, that rapid reading develops students' reading speed, and the readers can accumulate a lot of information.

There are some other purposes of speed reading. They are given below:

-) to improve concentration and reading comprehension;
-) supercharge ability to retain information;
-) ease and overcome learning difficulties;
-) to increase reading speed dramatically;
-) to increase vocabulary;
-) to better understand how the eyes and brain work together to absorb and retain information;
-) to save time and develop reading confidence;
-) to simply get through more texts, or books; and
-) to carry out researches.

1.2 Review of Related Literature

Research is a scientific study made on a topic or a problem under some specified conditions. Review of literature means reviewing research studies of other relevant propositions in the related area of the study so that all the past studies, their objectives, methodologies, findings, conclusions and deficiencies may be known and further research can be conducted. Many researches have been carried out on the effectiveness of different approaches and techniques in the Department of English Education; some related research works are reviewed in the following lines.

Marasini (2005) carried out a research entitled "Effectiveness of Silent Reading in Understanding Unseen Texts." The main objective of his study was to determine which way of reading (Silent or loud) is more effective for understanding unseen texts in the students of secondary schools of Kathmandu. He used stratified random sampling procedure for selecting the study population and used different test items such as, fill in the blanks, multiple choice, matching items etc. for data collection. His finding showed that the silent reading way of reading unseen text is more effective than loud reading.

Humagai (2006) conducted a research on "Effectiveness of Language Games in Learning Reading Comprehension." The main objective of this research was to find out the effectiveness of language games while learning reading comprehension. He did the research by dividing the students into two groups: experimental and control. Both groups were taught using the same objective. The pre-test and post-test were administered before and after the teaching respectively. The findings of his study showed that the group taught reading through language games performed better in all cases than the group taught through conventional technique. Ghimere (2007) carried out a research on "Effectiveness of Authentic Materials in Teaching Reading Comprehension." The main purpose of this study

was to find out the effectiveness of authentic materials in teaching reading comprehension. This is an experimental research done by dividing the students into two groups: experimental and control. Pre-test was administered to both of the groups before teaching and post-test was administered to both of the groups after teaching. The findings of the study showed that the group taught using authentic materials performed better than the group taught through non-authentic materials.

Jaisi (2008) carried out a research on "Techniques of teaching reading in English at primary level." His objective was to find out different techniques applied by the English teachers in teaching reading at primary level. He used non-random judgemental sampling procedure for selecting the study population. He used a set of open-ended questionnaire and a class observation checklist for data collection. His findings showed that drill is the most commonly used to technique whereas group work, pair work, demonstration and explanation are generally used techniques while teaching reading at primary level.

Sharma (2009) directed his study on "Effectiveness of Jigsaw Reading for Reading Comprehension". The main objective of this study was to find out the effectiveness of jigsaw reading for reading comprehension. It was an experimental research. It was found that jigsaw reading is relatively better than non-jigsaw technique. He stated that jigsaw technique was better by 1.035% better in experimental group in comparison to controlled group.

Khatri (2010) carried out a research entitled "Strategies of Teaching Reading Skilled Used by Secondary Level English Teachers." His objective was to find out the different strategies of teaching reading skill use by secondary level English teachers. He used purposive sampling for selecting the study population and used questionnaire tool for data collection. His findings showed that among the pre-reading strategies, students' motivation and frame of the reference strategies were more frequently used in private schools' classroom. More than 90 percent teachers

were found using these strategies in the class whereas predicting and guessing, vocabulary, teaching, model and setting signpost questions strategies were more common in public school classroom. More than 75 percent teachers were found using these strategies in their day to day teaching of reading skill.

Raymajhi (2011) conducted research on “Effectiveness of Skimming to Develop Reading Comprehension”. The objective of the study was to find out the effectiveness of skimming to develop reading comprehension. In order to achieve the objective of this study, he carried out an action research. The findings of the study showed that the students were taught through skimming technique and it was more effective to develop reading comprehension than the conventional techniques.

Ghimire (2012) carried out research entitled “Effectiveness of Scanning in Developing Reading Comprehension”. The main objective of this study was to explore the effectiveness of scanning to develop reading comprehension. He conducted different types of tests such as pre-test and post-test for the collection of data. Finally he concluded that more progress was seen in favour of experimental group.

Although various researches have been carried out in the field of reading and reading comprehension, the present study differs from the previous studies in terms of objectives, sources of data, tools of data collection, and ways of analyzing data. While reviewing the related literature, the researcher found that no research work has been carried on the effectiveness of speed reading promoting reading skills.

Therefore, the present study is new and different than those of others in the Department of English Education.

1.3 Objectives of the Study

The objectives of the proposed study are as follows:

- I. To find out the effectiveness of speed reading in promoting reading skills.
- II. To suggest some pedagogical implications based on the findings of the study.

1.4 Significance of the Study

In this current information age, we become exposed to information overload and efficient reading and the ability to efficiently retain the right information has become ever more useful. Reading becomes a survival skill for the modern day. We cannot do away with the habit of reading in this millennium. It has been in point of fact a very integral part of life, and it has pervaded our life deeply and profoundly. In a fast paced world we live in today, effective and efficient reading skills are essential. Increasing reading speed has become ever important skill to master. It is important, then to learn how to filter information overload better and to improve comprehension and retention so that we can process the relevant information better are two fundamental principles for effective speed reading.

Improving our reading skills will not only help us read and comprehend faster, but we will be able to quickly tell the difference between the useful and useless stuff by becoming more discriminating about the information we consume. Speed reading advocates claims that it is a great success and event state that it is a demonstration of good comprehension for many purposes. This study will be valuable work for people involved in different fields such as business, schools, colleges, science and technologies, and others who have comparatively less time for reading due to their busy schedule of the twenty first century.

CHAPTER: TWO

METHODOLOGY

This chapter deals with the methodology adopted during the study. The following method was adopted to carry out the proposed study.

2.1 Sources of Data

The researcher used both primary and secondary sources for data collection.

2.1.1 Primary Sources of Data

The primary data for this study were collected administering a pre-test and a post-test. The pre-test was taken before the actual experimental teaching and the post-test was taken after teaching. The primary sources of data for this study were the secondary level students from Parsa district.

2.1.2 Secondary Sources of Data

To carry out the research the researcher consulted Best and Kahn (2006), Bhattarai (1995), Crystal (1997), Grellet (1981), Harmer (2003), Hornby (2005), Kumar (2007), Larsen-Freeman (2000), Richards and Rodgers (1986), Ur. Penny (1996), Yule (1985), other related journals, magazines, articles, reports, internet and other submitted thesis in the Department of English Education, T.U., Kathmandu.

2.2 Population of the Study

The population of the study was the secondary level students of Parsa district.

2.3 Sample Population

Sample population refers to a part of the population assuming that it is the representative of the whole. A part is studied and on that basis the conclusion is

drawn for the entire population. Thirty students from a private secondary school of Parsa district were selected as the sample population.

There were altogether 30 students of class 9 from St. Xavier's Higher Secondary School of Parsa district.

2.4 Sampling Procedure

Sampling is a process of obtaining information about an entire population by examining only a part of it. Here, the researcher selected one private school from Parsa district using non-random purposive sampling in order to meet the need of the required population of the study. Altogether 30 students were taken for the study including boys and girls. These students were divided into two group viz. experimental and controlled groups using simple random sampling.

2.5 Tools for Data Collection

The researcher designed test items for data collection. Altogether 5 test items were assigned for pre-test and post-test carrying 50 marks. The test items were categorized in 4 different categories. Such as 'Multiple choice' or 'Arrange the sentences in proper order', 'Fill in the Blanks', 'Answer the following questions.' and 'True False'.

The texts were extracted from 'Our English Book' of class IX and X. Each text contained 180 to 250 words. Each text was followed by fifteen objective questions and four/five subjective type questions. Each item of objective type questions carried two marks and the subjective type questions carried four/five marks. So, each test item carried 50 full marks.

The test items were designed /selected considering the difficulty level of the students. The length of the test item was managed in such a way that the students could read and answer the questions of the text within twenty minutes. Since the

research was conducted to find out the 'Effectiveness of Rapid Reading in Promoting Reading Skills', minimum time was given to answer the questions in post-test.

A pilot test was administered on fifteen students of a private secondary school of Parsa district to ensure the length of the test paper, its validity, ability and appropriateness. On the basis of the results of the pilot study, the test items were revised and finalised.

2.6 Process of Data Collection

The following procedures were used to collect the data from the primary sources.

The test items for the pre-test and post-test and the lesson plan for teaching were developed. After developing the research tools, the researcher visited the selected school 'St. Xavier's Higher Secondary School, Birgunj, Parsa and got permission to carry out the study explaining the purpose of the study.

The pre-test was administered to identify the proficiency level in reading text before the experiment. The students were divided in two groups in such a way that both the groups were equal in terms of their proficiency level in reading based on their performance level in the pre-test. Altogether the students of both groups were taught for about 30 days (20-25 classes). At last, post test was administered and answer sheets were scored the comparing and analyzing the score of both pre-test and post-test.

The ranking procedure and group division was as follows:

Table No. 1

Ranking Procedure and Group Division

Roll. No.	Group A	Group B
1-10	Odd (5 Students)	Even (5 Students)
11-20	Odd (5 Students)	Even (5 Students)
21-30	Odd (5 Students)	Even (5 Students)

Therefore, each group had 15 students. Group 'A' was experimental group and group 'B' was controlled group.

The same reading passage was prepared for both groups. However, group 'A' was asked to read the text rapidly and group 'B' was asked to read the text normally and answer the given questions. Group 'A' was given 10 minutes less time in comparison to group 'B' because the students of this group were expected to read the text rapidly.

First of all, the title of the passage/story and the pictures were used to prepare the students to read the given passage. The students were further asked some questions to make sure that they knew the key words 'message' and 'planet' in the title 'Message from Another Planet' for example. Then the students were asked to think and guess the meaning of difficult words in the title. Then the meanings were made clear by showing related pictures. The students of group 'A' were asked to read the passage quickly and silently and find out the answers to the questions. At the same time the students of group 'B' were asked to read the passage normally i.e. extensively and intensively. The students of group 'A' were asked to read the text again more quickly and carefully to answer the questions in detail. The students of group 'B' were also asked to read the passage again more carefully to answer detailed comprehension questions. At last, post test was

administered and the answer sheets were scored comparing and analysing the score of both pre-test and post-test.

2.7 Limitations of the Study

- i. The study was confined to only one private school from Parsa district. It does not represent all the private schools of the nation.
- ii. Only thirty students from class nine were taken and they were taught for about 24 days.
- iii. The study is limited to test the effectiveness of rapid reading.
- iv. The researcher used seen and unseen passages for teaching reading.
- v. The primary data for this study were collected only through unseen texts followed by different objective and subjective type questions.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data collected from the primary sources. The main objectives of this study were to find out the effectiveness of rapid reading in promoting reading skills. The primary sources of this research were the students of grade IX of St. Xavier's H. S. School, Birgunj, Parsa. The data was collected through the test items. The pre-test and the post-test were administered. The same materials and techniques were used while teaching a group. Finally, the collected data are analysed and interpreted on different bases.

While analyzing the data, the individual scores of both tests (pre -test and post-test) have been taken and tabulated group wise and individually. Then, the individual score of each student and the average score of both groups of both tests are calculated. The difference between the scores of two tests is determined. If the difference between the mark of pre-test and post-test is greater than zero, it shows that the learner has learnt better after the experimental teaching . The result is converted into percentage, and experimental group and controlled group have been compared on the basis of that percentage. The group that got higher percentage is regarded as better group than the group that got lower percentage.

Throughout this chapter, both tests refer to pre-test and post-test, and both group refer to experimental and controlled group. Similarly experimental group is referred to as Group 'A' which was taught through rapid reading technique and controlled group is referred to as Group 'B' which was taught through normal reading technique. That means two different techniques have been used to teach the students of two different groups. The data have been categorized under the following headings:

-) Holistic Effectiveness Analysis
-) Individual Effectiveness Analysis
-) Item- wise Effectiveness Analysis
-) Comparative Analysis

The first heading, i.e. holistic analysis summarizes the general performance of the students in different tests. In the same way, the comparative analysis of the tests mentioned above compares different tests.

Likewise, item- wise analysis is divided into the following sub-headings.

- The result in tick the best answer item
- The result in fill in the blanks item
- The result in true false item
- The result in question answer item

3.1 Holistic Analysis

It deals with the average marks obtained by the students in all the test items which are analyzed here. The average marks and percentage in all the test items are shown in the given table.

Table No. 2
Holistic Analysis

Test	No of Students	Average Marks	Average Percentage
Pre- test	30	31.46	62.92%
Post- test	30	36.63	73.26%
Difference	-	5.17	10.34%

As given in the table, the students in the pre-test scored 31.46 marks, i.e. 62.92 percentage out of 50 marks. Similarly, the students scored 36.63 average marks, i.e. 73.26 average percentage in the post-test. The table clearly shows that the average difference between the pre-test and the post-test is 5.17 marks, i.e. 10.34% percentage. This result clearly shows that there was increment in reading comprehension through rapid reading.

3.2 Individual Effectiveness Analysis

It deals with the average marks obtained by the students in all the test items of both of the groups in the pre-test and the post-test which are analyzed here. The average marks and percentage in all the test items scored by experimental Group (i.e. Group 'A') and controlled Group (i.e., Group 'B') are shown in the given table respectively and then they are analysed. Finally, the average marks and percentage in all the test items scored by experimental Group (i.e. Group 'A') and controlled Group (i.e., Group 'B') are shown and analysed together as a whole.

Table No. 3

Individual Effectiveness of Group 'A' in Pre-Test and Post-Test

Test	No. of Students	F. M.	Total Marks	Average Marks	Remarks
Pre-Test	15	50	476	31.73	
Post-Test	15	50	577	38.46	
D	-	-	101	6.73	
D%	-	-	13.47%	-	

(Note: - In the above table 'D' refers to the difference between the result of Pre-Test and Post-Test of the students of group 'A' and 'D%' refers to the difference in percentage of the two tests.)

This table presents the marks scored by the students of group ‘A’ which is experimental group. Here, the students have scored 31.73 average marks in the pre-test and 38.46 average marks in the post test which is greater than the marks scored by the students in the pre-test. The average difference between both tests is 6.73 marks i.e. 13.47 percent of the total marks 50. This result clearly shows that there is increment in reading comprehension through rapid reading techniques.

Table No. 4

Individual Effectiveness of Group ‘B’ in Pre-Test and Post-Test

Test	No. of Students	F. M.	Total Marks	Average Marks	Remarks
Pre-Test	15	50	470	31.33	
Post-Test	15	50	522	34.8	
D	-	-	52	3.46	
D%	-	-	6.93%	-	

(Note: - In the above table ‘D’ refers to the difference between the result of Pre-Test and Post-Test of the student of group ‘B’ and ‘D%’ refers to the difference in percentage of two tests.)

This table presents the marks scored by the students of group ‘B’ which was the controlled group. Here, the students scored 31.33 average marks in the pre-test and 34.8 average marks in the post test which is greater than the marks scored by the students of this group (i.e. group ‘B’) in the pre-test by 3.46 only. Whereas, the average difference between the marks scored by the students of group ‘A’ in both

of the tests is 6.73. This result clearly shows that there is increment in reading comprehension through rapid reading techniques.

The above both of the tables (i.e. Table No. 3 and Table No. 4) show that the strategies which were used through rapid reading technique were effective for the students to whom they were applied. It shows that there was vast difference between the students of group 'A' and group 'B'. The test papers of both pre-test and post-test had fifty full marks. The table accumulates the quantitative result of thirty students. Among them, the even ones were kept in group 'A' and the odd ones were kept in group 'B'. Therefore, we can find the difference in the students' performance in group 'A' and group 'B'. The maximum difference between the pre-test and the post-test of group 'A' was 9 i.e. 18% of the full marks, 50. Similarly the lowest difference between these two tests in group 'A' was 5 i.e. 10 percent. Similarly, the maximum difference between the pre-test and the post-test of group 'B' was 5 i.e. 10 percent of the full marks, 50. Similarly the lowest difference between these two tests in group 'B' was 2 i.e. 4 percent of the full marks, 50. This result clearly shows that there is increment in reading comprehension through rapid reading techniques.

In conclusion, we can say that the varied results were seen through the marks obtained by the students in different tests as presented in table 3.1 and table 3.2.

3.2.1 Individual Effectiveness of Pre-Test & Post-Test of Both Groups

It deals with the average marks obtained by all the students in both of the test items, pre-test and post-test individually which are analyzed and interpreted here. The average marks and percentage in both of the test items are shown in the given table.

Table No. 5

Individual Effectiveness of Pre-Test and Post-Test of Both Groups

Test	No. of Students	F. M.	Total Marks	Average Marks	Remarks
Pre-Test	30	50	946	31.46	
Post-Test	30	50	1099	36.63	
D	-	-	153	5.1	
D%	-	-	10.2%	-	

The above table shows that the strategies which were used through rapid reading technique were effective for the students to whom they were applied. It shows that there was vast difference between the students of group 'A' and group 'B'. The test papers of both pre-test and post-test had fifty full marks. The table accumulates the quantitative result of thirty students. Among them, the even ones were kept in group 'A' and the odd ones were kept in group 'B'. Therefore, we can find the difference in the students' performance in group 'A' and group 'B'. The maximum difference between the pre-test and the post-test was 9 i.e. 18% of the full marks, 50. Similarly the lowest difference between these two tests was 2 i.e. 4% of the full marks, 50. Similarly, the average marks scored by the students in pre-test was 31.46 and the average marks secured by the students in the post-test was 36.63. The difference between both of the tests was 5.1 average score i.e. 10.2 percent. This result clearly shows that there is increment in reading comprehension through rapid reading techniques.

In conclusion, we can say that the varied results were seen through the marks obtained by the students in different tests.

3.3 Item-wise Analysis

In this analysis all the test items are analyzed separately. The average score of the pre-test and the post-test, obtained by the students in each test item is analyzed.

3.3.1 Result Of Choose/Tick the Best Answer Item

This test item also consisted of five different questions from the passage. The total mark of this test item was ten. The average score and percentage in this test item are presented below.

Table No. 6
Result of Tick the Best Answer Item

Test	No of Students	Total Marks	Average Marks	Average Percentage
Pre-test	30	172	5.73	11.46%
Post- test	30	220	7.33	14.66%

As the above table shows the students in ‘tick the best answer item’ have scored 5.73 average marks, i.e.11.46 average percentage out of 10 marks in pre-test, and they scored 7.33 average marks that is 14.66 average percentage out of 10 marks in the post-test. This result clearly shows that the students progressed in reading comprehension through rapid reading. There is the increment in comprehension through rapid reading. Hence, the effectiveness of rapid reading is seen here.

3.3.2 Result of Fill of the Blanks Item

This test item also consisted of five different questions from the passage. The full mark of this test item was 10.

The average score and percentage obtained by the students in this test item are presented in the given below.

Table No.7

Result of Fill of the Blanks Item

Test	No of students	Total Mark	Average Marks	Average Percentage
Pre-test	30	168	5.6	11.2%
Post-test	30	214	7.13	14.26%

As the table shows, in 'fill in the blanks item' the students have scored 5.6 average marks that is 11.2 average percentage out 10 marks in the pre-test. Similarly, the students scored 7.13 average marks which is 14.26 average percentage. Observing the above table, what can be said is that rapid reading is more effective in the post-test than the pre-test.

3.3.3 The Result of True or False Item

In true or false item, there are different five questions and full mark of this test item was again 10. The average score obtained by the students in this test item is presented below.

Table No. 8

The Result of True False Item

Test	No of Students	Total Mark	Average Marks	Average percentage
Pre-test	30	185	6.16	12.32%
Post-test	30	218	7.26	14.52%

As the above table shows, in 'true or false item' the students have scored 6.16 average marks, i.e. 12.32 average percentage out of 10 marks in the pre-test result.

Similarly, they scored 7.26 average marks i.e. 14.52 average percentage out of 10 marks in the post test. Observing the above table the students progressed in rapid reading skills because they have scored 12.32 percent average marks in the pre-test and 14.52 percent average marks in the post-test where we can clearly see 4.4 percent average difference between the pre-test and the post-test. This represents that the rapid reading technique is effective to comprehend the text.

3.3.4 The Result of Question Answer Item

This test item included five different questions from the passage. The full mark of this test item was 25. The average score obtained by the students in this test item is presented below.

Table No. 9

The Result of Question Answer Item

Test	No of Students	Total Mark	Average marks	Average percentage
Pre-test	30	421	14.03	28.06
Post-test	30	448	14.93	29.86%

As the table shows, in this item the students have scored 14.03 average marks, i.e. 28.06 average percentage out of 25 marks in the pre-test. Similarly, they scored 14.93 average marks, i.e. 29.86 average percentage out of 25 marks in the post-test. Observing the above table, what can be drawn that the students developed their rapid reading skills in different test. This result shows that rapid reading techniques are effective to develop reading comprehension.

3.4 Comparative Analysis of Tests

Under this heading, the comparisons between the test scores on different basis are presented. The average test scores in different tests are analyzed in comparative way.

3.4.1 Comparison between the Pre-Test and the Post-Test

Here, the pre-test and the post-test scores are compared as in the following table.

Table No.10
Comparison between the Pre-Test and the Post-Test

Test	Pre-test	Post-test	D	D%
Full Marks	50	50	-	-
Total	946	1099		
Average Marks	31.46	36.63	5.17	10.34%

The above table shows that the students have obtained 31.46 average marks out of 50 in the pre-test and 36.63 average marks out of 50 in the post-test. The difference in average score between the pre-test and the post test is 5.17 and the average difference percentage is 10.4%. The difference between the pre-test and the post-test that is 5.17 (i.e. 10.34%) shows that the students have shown their better performance in the post-test. So, the effectiveness of rapid reading to develop reading comprehension is proved.

3.4.2 Comparison between the Results of both Tests of both Groups

Table No. 11

Comparison between the Results of both Tests of both Groups

S. N.	Group	No. of Students	Total Score		D	D%
			in Pre-Test	in Post-Test		
1	A	15	31.73	38.46	6.73	13.46%
2	B	15	31.33	34.8	3.47	6.94%

The above table shows that the students of group 'A' obtained average marks 31.73 out of 50 in the pre-test and 38.46 average marks out of 50 in the post-test. The difference in average score between the pre-test and the post test of Group 'A' is 6.73 and the average difference percentage is 13.46 percentage. Similarly, the students of group 'B' have obtained average marks 31.33 out of 50 in the pre-test and 34.8 average marks out of 50 in the post-test. The difference in average score between the pre-test and the post test of Group 'B' is 3.47 and the average difference percentage is 6.94%.

The difference between the average marks in the pre-test of Group 'A' that is 6.73 (i.e. 13.46%) shows that the students have shown their better performance in the post-test. Here, the students of group 'A' have secured almost double mark that is 6.73 (i.e. 13.46%) than the students of group 'B' that is 3.47 (i.e. 6.94%). So, the effectiveness of rapid reading to develop reading skills is proved.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

In order to fulfil the objectives of the study, the item wise analysis of the pre-test and the post-test was carried out. At each and every point, it was found that the students having better performance on the given task after they attended the class through rapid reading techniques in promoting reading skills. The following findings of the study were found:

4.1 Findings

On the basis of the analysis of the data in different test items, the following findings have been extracted:

-) On the whole, rapid reading was found to be more effective for developing reading skills and reading comprehension than normal reading. The more progress was seen in favour of experimental group. Group A had the highest increment percent of 18, whereas group B had 10 percent so the rapid reading technique was better than normal reading technique by 8 percent. (see table no. 3.1 and 3.2)
-) The students' average scores on the post-test (36.73) compared to the pre-test scores (31.46) showed a remarkable progress made by the students in reading comprehension through rapid reading. Students were taught through rapid reading technique which was effective to develop reading skills and comprehension. (see table no. 2)
-) In case of the responses given to the pre-test and the post-test items, the students had shown notable performances in reading comprehension in comparison to their performance on the pre-test.
-) Item-wise analysis of the individual scores of the students also showed the better result in different tests.

-) The average increment percent of group 'A' in 'choose/tick the best answer' item was found better than the group 'B'. The average increment of group 'A' was 2.13 and the average increment of group 'B' was 1.07 only. More than double increment was found in group 'A'.
-) It was found that the students from group 'A' did more progress than group 'B' in fill in the blanks item. The average increment of group 'A' was 1.73 and the average increment of group 'B' was 1.34 only. A bit increment was found in group 'A'.
-) Similarly, it was found that the students from group 'A' did more progress than group 'B' in true false item. The average increment of group 'A' was 1.67 and the average increment of group 'B' was 0.53 only. Almost triple increment was found in true false item.
-) In the same way, it was found that the students from group 'A' did more progress than group 'B' in question answer item. The average increment of group 'A' was 1.2 and the average increment of group 'B' was 0.6 only.
-) In conclusion, it can be said that rapid reading was more effective in 'choose the best answer' item. As a whole, the students of group 'A' i.e. experimental group did more progress in the post-test than the pre-test in comparison with group 'B' students i.e. controlled group.

4.2. Recommendations

On the basis of the findings obtained from the analysis of the collected data, the following recommendations have been made for pedagogical purposes:

-) In all the test items, the experimental group obtained better marks compared to the controlled group. So, it can be said that rapid reading techniques are better than conventional teaching techniques of reading.
-) We can surely use rapid reading techniques to enhance reading comprehension by using subjective and subjective test items to any size of the students.
-) Since progressive result was shown by the students in the post-test than the pre-test, it can be inferred that rapid reading proved to be an effective way to develop reading comprehension. Hence, the teachers are advised to use rapid reading techniques to teach reading passage.
-) Rapid reading technique is effective to develop reading comprehension and memory power for the students. Therefore, it should be used by all the teachers while teaching the text.
-) Rapid reading technique certainly helps the students to concentrate their mind. So, all the students should use rapid reading technique while reading any passage.
-) Teachers should bear in mind that the subject matter or reading passage must match the students' level.
-) Teachers should bear in mind that the quantity of reading passage should match the time allotment.
-) Rapid reading is very effective especially when there is limit of time.

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APPENDICES

Appendix - I 'A'

Sample of Test Item -1

Time: 20 Min

F.M.: 50

The rules of etiquette in American restaurants depend upon a number of factors: the physical location of the restaurant, e.g. rural or urban, the type of restaurant, e.g. formal or informal, and certain standards that are more universal. In other words, some standards of etiquette vary significantly while other standards apply almost anywhere. Learning the proper etiquette in a particular type of restaurant or in a particular area may sometimes require instruction, but more commonly it simply requires sensitivity and experience. For example, while it is acceptable to read a magazine in a coffee shop, it is inappropriate to do the same in a more luxurious setting. And, if you are eating in a more rustic setting it may be fine to tuck your napkin into your shirt, but if you were in a sophisticated urban this behaviour would demonstrate a lack of manners. It is safe to say, however, that in virtually every restaurant it is unacceptable to discriminatorily throw your food on the floor. The conclusion we can, most likely draw from the above is that while the types and locations of restaurants determine etiquette appropriate to them, some rules apply to all restaurants.

Read the above passage as fast as possible and answer the following questions:

1. Chose the most appropriate answer.
 - i. With what topic is this passage primarily concerned?
 - a. rules and etiquette
 - b. instructions in proper etiquette
 - c. the importance of good manners

- d. variable and universal standards of etiquette.
- ii. According to the passage, which of the following is a universal rule of etiquette?
 - a. tucking a napkin in your shirt
 - b. hot throwing food on the floor
 - c. reading a magazine at a coffee shop
 - d. eating in a rustic settings
- iii. What does the word 'etiquette' mean?
 - a. eating
 - b. mannerisms
 - c. restaurant
 - d. cost
- iv. What does 'it' in line 7 and 8 refer to?
 - a. learning the proper etiquette
 - b. clear instruction
 - c. knowing the type of a restaurant
 - d. sensitivity
- v. Which of the following is most similar to the meaning of rustic in line 98?
 - a. rural
 - b. ancient
 - c. sophisticated
 - d. urban
 - e. urban

2. Fill in the blanks with suitable words:

- i. Learning the proper etiquette requires and experience.
- ii. In every it is unacceptable to throw food on the floor.
- iii. It may be fine to a napkin into your shirt in a more rustic setting.
- iv. The types and locations of determines appropriate

- v. This passage is primarily concerned with and
..... .
3. Write T for true and 'F' for false statements.
- i. Learning the proper etiquette requires instruction, sensitivity and experience. []
- ii. In every restaurant it is acceptable to throw food on the floor. []
- iii. It may be fine to tuck a napkin into your shirt in a more rustic setting. []
- iv. The types and locations of restaurants determine etiquette appropriate to them. []
- v. This passage is primarily concerned with throwing food on the floor. []
4. Answer the following questions.
- i. Point out the factors that determine the rules of etiquette.
- ii. What are the factors that require for learning proper etiquette in a particular type of restaurant?
- iii. What is acceptable to do in a coffee shop?
- iv. What demonstrate a lack of manners in a sophisticated urban restaurant?
- v. What is unacceptable to do in every restaurant?

Appendix - I 'B'
Sample of Test Items-2

Time: 20 Min

F.M.: 50

Way back, when my daughter was in class 6, I received a call one afternoon from the Principal of the school. I knew why we had been called, and though my wife was nervous, I was quite composed, knowing that most difficult problems have simple answers! The Principal took a few minutes to beat around the bush and finally suggested that she would like to detain my daughter in class 6 as it would be good for her. My wife was ready to cry and plead, but my reply to the Principle was simple: "You are an expert in giving education. Therefore, if you suggest this, it's fine with us." The Principal was surprised as she had not met a father who agreed so rapidly. She thought maybe I did not understand the implication of the word detaining. She tried to explain again, and when I said, "Yes, I would like my daughter to do her class 6 again," she was pleasantly surprised. She asked me why I readily agreed. I told her that I learnt this from my father who had agreed to me being detained in class 9, and after that I did well in life. I said I was sure that my daughter would do better afterwards. And she did.

Read the passage quickly and do as directed.

1. Answer the following questions in short.
 - a. Who called the writer?
 - b. Why was the writer quite composed while his wife was nervous?
 - c. Why was the principle surprised?
 - d. Why did the writer readily agreed to detain his daughter in class 6?

2. Fill in the blanks.
 - a. The writer received a call from the.....

- b. The most difficult problems have.....,
- c. He readily agreed to detain his daughter in class 6 because he had learnt from,.....
- d. His wife was ready to..... and..... .

3. Choose the most appropriate answer.

- i) The writer's daughter had failed in class
 - a) 6 b) 7 c) 8 d) 9
- ii) Who called the writer?
 - a) the principal b) his wife
 - c) his daughter d) his secretary
- iii) Who wanted to detain the writer's daughter in class 6?
 - a) the writer b) his wife
 - c) his secretary d) the principal
- iv) The writer agreed his daughter to repeat class six because he has learnt it from
 - a) his wife b) his daughter
 - c) his father d) the principal

4. Write T for true and F for false statements:

- i) The writer received a call from the principal. _____
- ii) The most difficult problems have tough answer. _____
- iii) The writer's wife was ready to laugh. _____
- iv) He wanted to promote his daughter in class 7. _____
- v) He was an expert in giving education. _____