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Teaching Loud-Reading Skill in Nigerian Schools: Issues and Challenges

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Abstract

In Nigerian schools, loud-reading is a popular and integrated skill of teaching English as a non-native language. Consciously or unconsciously, the efforts of teachers are garnered towards pulling resources available for teaching silent reading together in the task of teaching loud-reading. This paper, however, seeks to emphasise certain aspects of speaking skill which would ensure the overall effectiveness of teaching loud-reading. Relevant pedagogical strategies like minimal pairing, practice and repetition, situational drills and communicative approaches are explored for teaching pronunciation and making the necessary repairs in the target language, most especially from the standpoint of their contributory role to loud-reading. Loud-reading is different from silent reading with regards to form and function. Hence, the intention of this paper is to present salient factors which are responsible for gross mispronunciation of English words by Nigerians especially as induced by the exegesis of the first linguistic heritage. This paper, thus, argues that when these issues and the varying challenges they pose are brought under introspection by the teachers in the task of teaching loud-reading, the learners would not only understand the content of written prose as envisaged but also be able to pronounce English words in their, at least, almost 'received' forms.

Introduction

In view of the crucial role of language in any communicative event, more serious attention is being paid to language teaching in recent times. Many of these studies were prompted by an attempt to ameliorate grave consequence that accompanies imprecise and erroneous use of linguistic elements most especially in non-native contexts of the language in question. The assumption that literacy in

a language translates to general proficiency is quite misleading. In the light of the foregoing, this paper examines loud-reading as a reading strategy that is traditionally intended to serve dual purposes; one, to achieve comprehension and; two, to teach basic pronunciation (skill) of words involved in the passage. In tandem with the current trend, this study intends to evolve a more empirical, functional and goal oriented methodology of teaching loud-reading, even in the face of population explosion in Nigerian schools and the 'linguistic' exegesis of the second language environment. Citing Rodgers (2001, p.1),

> *Language teaching came ...as a profession in the last century. Central to this phenomenon was the emergence of the concept of "methods" of language teaching. The concept of methods in language teaching is a systematic set of teaching practices based on a particular theory of language and language learning ... and the quest for better methods was a preoccupation of teachers and applied linguists throughout the 20th century.*

The period from the 1950s to the 1980s has often been referred to as "The Age of Methods" – an age which coincides with the proliferation of language teaching methods. Situational Language Teaching evolved in the United Kingdom while a parallel method, Audio-Lingualism, emerged in the United States. In the period in-between, several methods metamorphosed from these two major ones. These methods were promoted under such titles as Silent Way, Suggestopedia, Community Language Learning, and Total Physical Response at different points in time. In the 1980s, these methods, in turn, came to be overshadowed by more interactive views of language teaching, which collectively came to be known as Communicative Language Teaching (CLT).

Methods midwife the teaching transaction between the teachers and learners. Hence, while teachers teach something, students learn something. However, it is not until when such transaction successfully takes place that communication can be said to have taken place.

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Communication is thus concerned with the exchange of a quantum of information between a sender and a receiver. The sender could be a speaker or a writer while the receiver could be a listener or a reader depending on the channel of such communication.

Effective communication enhances sharing of ideas, information dissemination and construction of interpersonal relationship. Essentially, we communicate using one or more of the four language skills: speaking and writing at the productive level; and listening and reading at the receptive level. Pragmaticians and semioticians even recognise the communicative capability of non-verbal cues (even including silence) as well as images, signs, symbols, etc. That is why Hall & Hall (1987) broadly conceptualise language as anything that communicates something notwithstanding the form. Language is however adjudged to be the most potent means of communication, and through which effective teaching can be enhanced.

Language serves as the foundation of all human achievements because it is used to capture and encapsulate knowledge and ideas. It is a vehicle of transmitting knowledge, an instrument of mediating interpretations as well as clarifying conceptions (Met 2005, p.68). Language also plays significant roles in all our facets of national development in forming nationalism and in championing nationalism. If what constitutes development, according to Rodney (1978), is multi-dimensional involving welfare and security of the people, and an orderly and peaceful society, among others, then, there is the need for an effective communicative system among the populace. All this is achievable through the instrumentation of language.

Generally, language teaching is seen as the overall process which helps the learners to plan and interpret their linguistic experiences in a principled and coherent way. This process provides for genuine pedagogy which makes for effective impartation and successful learning experiences (Alabi 2005, p.98). However, as observed by Abdullahi-Idiagbon (2007, p.8), it is pertinent to note that no single method can claim to be the best for teaching in every situation. In an attempt to evolve a successful teaching of a language, different teaching strategies have been put in place.

Language teaching presupposes acquisition – a prior contact with a first language. So, language learning utilizes the linguistic experiences from the standpoint of the first language in the teaching of a target language, which in turn, can be enhanced greatly by speaking and reading skills. Mastery of the language skills, therefore, becomes necessary to achieve both short and long term objectives of our educational policy in particular, and of the overall national development in general. Proficiency in language skills is partially but strongly accountable for human ability and capability; e.g. diligence at work, effective teaching, newscast, electioneering campaign and so on and so forth.

As earlier mentioned, language has four component skills: listening, speaking, reading and writing. A normal child acquires listening and speaking on a "relatively slight exposure and without specific training" (Chomsky 1975, p.4). But while listening and speaking are innate tendencies, reading and writing are learnt as the child grows, particularly in an organised manner and in a place like school. Listening and reading take place at the level of reception while speaking and writing are at the level of production. Therefore, for the hearers (in our context, learners) to benefit from a classroom teaching, they must be able to successfully RECEIVE what their teachers PRODUCE in classroom.

This paper shall focus on speaking and listening skills; their relevance and application to teaching in junior secondary schools. In addition, it shall examine issues like comprehension and challenges facing the teaching and learning of reading and comprehension skills.

Objectives of the Paper
In specific terms, this paper has the following objectives:
- To acquaint teachers of English with variations, which familiar sounds exhibit in certain environment;
- To enable them make distinctions between contrastive sounds in terms of voicing or length, among others;
- To assist them utilise their experience of the first language in grasping unfamiliar or 'alien' sounds which instigate interference and error in pronunciation;

- To provide a basis on which students can be evaluated formatively in order to correct their faulty responses; and above all
- To reduce the level of L_1 interference, and consequently giving learners a sound background for more complex challenges posed by speechwork in later school years.

In a second language context where reading is not in one's mother tongue, students often feel that if they do not understand each word in the passage, they have not really comprehended the passage. This notion is not true. In order to correct this assumption, the following are the set objectives with respect to developing reading comprehension in our secondary schools.

- To identify the type of reading skill that is required in certain situations;
- To identify and design various class activities suitable to teach loud-reading;
- To emphasise teaching of sounds (phonetics);
- To discourage bad reading habits that inhibit effective reading;
- To compare the overall effectiveness of a passage when read silently and when it is read aloud; and
- To identify and make recommendations for peculiar problems that accompany loud-reading.

Methods of Achieving Effective Reading Comprehension

"Comprehension" is a noun derived from the verb 'comprehend', which means, "to understand" the content of a text being read. Reading is a key to comprehending a passage. Reading creates an avenue/access for a reader to know the feelings and thoughts of a writer. The aim of teaching loud reading is basically to teach correct pronunciation of the component words as well as to understand what they mean and possibly imply.

In a comprehension task, text features are of paramount importance. These features help us to identify the big ideas and topics that the author is focusing on. Visual text features include maps, bold words, headings and titles, diagrams, illustrations and charts which help to support the information the writer presents in the

text. To achieve these goals, teachers should examine their texts carefully to identify features that might either support or intrude on meaningful understanding of a passage. This can help teachers determine how to help students approach and explore text meanings. Texts have numerous structural and organisational features that affect students' comprehension. Text features might include a serial ordering of events or description of cause-and-effect relationships, expressions of facts and opinions (whether general or specific), using familiar and unfamiliar words in expressing literal, figurative, idiomatic meanings, etc.

The objective set by the teacher-reader will determine the type of reading skill to be introduced or chosen. The major comprehension skills or types include skimming, scanning, intensive and extensive. Skimming is a reading skill that involves reading rapidly through a material in order to identify the main points of discussion. Scanning entails reading for detailed information. Intensive reading involves reading various texts for specific information. In extensive reading, unlike what obtains in intensive reading, several texts are read for pleasure and knowledge of the readers.

Focal Issues for (Loud) Reading

Reading as the third skill of language is a mental activity that involved eliciting information or meaning from a graphic material – written or printed. Unoh (1991, p.11) defines reading as "a complex language-processing behaviour that entails interpreting or getting meaning from written or printed materials". He adds that a good reading must be total and all-encompassing in terms of multi-sensory involvement. This means an art of reading comprehension should not only go beyond the production of sounds of the written symbols but should also include the comprehension of meaning the sounds signify.

Reading as an activity involves many human senses - the eyes, the mind and the brain. Obah (1981, p.145) asserts that reading operates at two levels; at the level of identification of symbols and conceptualisation of symbols. Symbols as morphemes transform into words, words to phrases, phrases to clauses, clauses to sentences.

A sentence, being the highest level of grammatical rank scale expresses a complete thought, a combination of which becomes a comprehension passage.

A reader fixes his gaze at chunks of words arranged in a specific order depending on the language which a particular text is encoded. For instance, English is linearly arranged from left to right, Arabic and Hebrew from right to left and Chinese from top to bottom. It is not possible to read without the knowledge of this pattern. However the Braille system, a special writing pattern designed for the blind, is uniquely different. It comprises series of punched dots. Hence, through one's senses of sight or touch, reading could occur.

Poor sight or loss of sight is not the only obstacle to normal teaching as poor reading habits like vocalization, head movement, finger tracing could also affect effective as well as reading speed of a reader with a normal sight. This is because speed in reading is a skill required of a good reader. It refers to the rate at which one covers printed materials. The basic unit used in measuring speed is the number of words per minute (wpm). The formula is written like this, for example, 275 wpm. An average reader covers about 250wpm. Very good readers read between 500 and 600 wpm. The scope of this paper is, among others, to identify and discuss reading comprehension skills in our regular junior secondary schools. After all, as Smith (1967, p.241) puts it, the "ability to cover printed words rapidly is quite valueless unless the reader gathers meaning as his eyes travel over the lines of print".

Reading comprehension involves four processes. These are:
a. seeing the printed words
b. associating meanings with the words
c. being psychologically part of the test and
d. finally, integrating the text with one's experience. These processes are followed though unconsciously by readers.

Teaching reading can therefore be an arduous task. The teacher must be adequately equipped with both knowledge and pedagogical technique if the learners must benefit from his/her teaching. Good

production of sounds, explanation of new words and a lot of exercises will help to achieve good reading comprehension lesson.

Due to language contact phenomenon and the effect of first language on the target language, the sound system of English which constitutes the accepted or received norm is susceptible to regional interpolations in various geographical zones where it is spoken or read across the globe. In Nigeria in particular, it is not uncommon to discern accents which are artificially generated taking over the received accent in students' pronunciation. This development, if allowed to continue unabated, may completely blur or mar social acceptability and international intelligibility of the 'domesticated' variety of English.

We cannot shy away from the truth – that as long as English remains the official language Nigeria, approximation of received accent which gains both social acceptability and international intelligibility should be our target. Since teachers are easily identified and 'copied' as good models of English as a non-native language in a second language context like Nigeria, it is imperative that teachers themselves are proficient to a certain level. It is when this feat is achieved that it becomes less difficult in imparting the received norms to the students (Alabi, 2007).

Therefore, a second language teacher of English should be fully equipped in terms of being knowledgeable enough about these issues and having access to methodology that would ensure adequate delivery of the task of loud-reading in English language. To achieve the much desired result, teachers of English need to be aware of the pedagogical techniques that may be employed to facilitate the teaching of loud reading from the standpoint of speaking skill.

Strategies Suggested for Teaching Speaking Skill in Nigerian Schools

In English, there is a wide range of instances of inconsistencies between speaking on the one hand and their phonological/phonetic shape on the other. Unlike in most cases of Nigerian languages where the phonetic shape of an alphabet is ever-consistent, a letter in English

may have as many as five to six phonetic forms – hence realised as five to six different phonemes. For instance, letter 'a' may be pronounced as /ə/, /e/, /æ/, /aː/, /ɔ/ and /ɔː/ as in above, cake, man, pass, watch and water respectively. Conversely, in Nigerian languages, there is this usual one-to-one correspondence of sounds with spellings where letter 'a' will consistently take on the phonemic shape of /a/ anywhere it occurs in the structure of any word. To teach this aspect effectively, the areas of similarities and differences in the mother tongue and the target language should be presented to the students with ample illustrations to exemplify the issues being addressed. In this way, learners will be able to develop a lasting impression of what has been taught and the permanence of the learning experience is better guaranteed.

Minimal Pairing

Diphthongs are equally involved in cross-language interpolation. Just as /iə/ and /ɛə/ are often confused, /ei / and /əu/ in English are, in most of the cases, substituted with their Nigerian approximations – /é/ and /ó/ – respectively. In addition, the aspects of consonants are not spared. In Yoruba as a case study, there are many consonant segments in English which are completely absent in the Yoruba phonemic repertoire. Some of these are:
(i)   the dental fricatives /θ/ and /ð/
(ii)   the voiced alveolar fricative /z/
(iii)   the voiceless palato-alveolar affricate /tʃ/
(iv)   the voiced palato-alveolar fricative /ʒ/
(v)   the voiced labio-dental fricative /v/

In some cases where some of these consonants are present, they are outstandingly different in quality and quantity. Cases in point are the labial stops /p/ and /b/ in English which are velarised in major Nigerian languages as /kp/ and /gb/ in addition to clear /b/. So, in a situation where the systemic constituents of a language already acquired appear dissimilar in major respects to what obtains in the target language, there is a propensity for errors and unacceptable

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elasticity with which 'alien' segments would be rendered. At this level, the use of minimal pairing would be found rewarding. This is a teaching strategy that allows for teaching contrastive sounds that are easily confused side by side with the codes in the MT at word level. For a closer attention, let us consider the following example:

/ɔ/	and	/ɔ:/	/t/	and	/θ/
pot		port	teat		teeth
cot		caught	tank		thank
shot		short	tin		thin

In using this strategy, care must be taken to ensure that the difference in each set of the pairs used should exclusively lie in the phonemes/sounds whose occurrences in words are being demonstrated or exemplified.

Also, Nigerian languages display a reduced vowel system. In Yoruba for instance, apart from the nasal (ised) vowels, there are only seven pure vowels. These vowels lack length distinction. So, a typical Yoruba who is familiar with this system and needs to contend with nothing less than twenty vowel segments (diphthongs inclusive) in English tends to forgo certain mild discrimination between contrastive sounds in terms of quality (type) and quantity (length). This explains why an average Yoruba substitutes /æ/, /ə/, /ʌ/, /a:/ in English with the cardinal /a/ in Yoruba. For /i/ and i:/, /ɔ/ and /ɔ:/, /u/ and /u:/, no noticeable distinction is made in terms of quantity. So, in teaching learners to be able to discriminate between these features, the use of minimal pairing would be a handy strategy.

Practice and Repetition/Situational Drills

Practice and repetition or situational drills as language teaching approach gives primacy to oral work. Direct contact with the language is very important. This approach is not based on just hearing sounds and accent from the teacher but also using them correctly in their practice with other people besides the teacher. Having personal contact with the language, practising sounds, improvising and trying to make own sentences and getting the chance to make mistakes

and learning from doing so are some of the strengths that are inherent in this method. With reference to sounds that are not present in the learners' mother tongue, it is necessary that they are produced in a recurrent manner, with the teacher taking the lead and the students following suit. This strategy is one of the major gains imported from the Audio-Lingual method. As learners gradually become proficient in production of the sounds involved, efforts are made to use such segments in the context of words and spoken utterances. This strategy is not only particularly resourceful in the teaching of vowels and consonants but may also be extended to the aspects of stress and intonation.

There is no single method or approach that is mutually exclusive for optimal effectiveness on the part of teachers and students. We recognise that different learners have different preferred styles of learning. If this is true of learners and their learning styles, it is also true of teachers and their teaching styles. In a case such as this, it is far better to apply a more flexible approach that requires pluralistic teaching techniques which allow for greater choice for learners and teachers. This is why an alternative teaching method, which gives room for more freedom and equally caters for diverse needs of learners, is proposed in the next section.

Communicative Approach

Communicative language teaching (henceforth CLT) means the totality of pragmatic application of pedagogical strategies which are well-packaged to bring about desirable and satisfying learning experiences in the learners. CLT is an all-inclusive approach which harmonises the tenets of formalism and functionalism in an attempt to, simultaneously, up-grade both competence and performance of the subjects for whom it is packaged. The communicative methodology aims at helping the students develop certain skills and abilities: oral interaction and expression, hearing and reading comprehension, and written expression. In each class, students will be led to practise the language involved in contextualised, practical and everyday situations through activities with predefined goals.

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CLT requires that the learners are placed at the centre of the language curriculum. Their needs, level of motivation, potentialities and goal constitute the hinge on which the syllabus design, selection of task, design of instructional aids, strategies, administration and evaluation are hinged. The communicativeness of the technique places learners in a very active and challenging corner of the teaching process with teachers acting as 'prompters' and partners in progress. The set goal of a communicative method revolves around modeling learners into competent 'knowers' and 'users' of language in all its ramifications – that is, users who are selective and context-compliant in their choice of words or structures; users who are able to appropriately express themselves in the most effective way; and ultimately users who are able to randomly manipulate their various skills in the language in order to obtain the best result from their various careers.

In English, sound segments are rendered in varying forms as dictated by speech contexts. The natural properties of a phoneme, e.g. voice, length, audible friction, point of articulation, manner of articulation, etc. may be altered owing to the phonetic influence of other sound(s) in that environment. This is what is responsible for aspiration, length reduction, devoicing, nasalisation, velarisation, among others, which characterise English phonemes in connected speech. This phenomenon is uncommon in Nigerian languages. Where present, it occurs at a lesser degree. This accounts for why an average Nigerian speaker of English would realise 'slapped'/slæpt/ as */slæpd/, 'seat'/siːt/ as */siːt/, 'bomb'/bɔm/ as */bɔmb/, 'boys'/bɔiz/ as */bɔis/ and so on and so forth.

Further still, clusters of consonants are permissible in English both at the onset and coda positions. Consonants can close syllables in English. This is contrary to what is tenable in Nigerian languages. In English, some segments are completely unreleased while some, in certain contexts, undergo zero realisation technically called phonemic elision. These features are paramount of English from the very beginning. It is true that the issue of elision may be idiosyncratically or extra-textually generated; the aspect of

unreleased segments must be strictly adhered to. Since all possible spellings are rendered in Nigerian languages, the same understanding is transferred into the use of English and this development begets error. Nigerians have a tendency to pronounce 'receipt' /risi:t/ as */ri:si:pt/, 'palm' /pa:m/ as */pa:lm/, 'listen' /lisn/ as */listin/, 'comb' /kəum/ as */komb/ among other countless occurrences. In view of these discrepancies, communicative strategy proves to be an all-inclusive approach that can effectively cater for most of these discrepancies.

The communicativeness of the strategy begins with the teacher taking the lead and his students following the cue. Eclecticism of methodology is allowed. Situational drills, practice and repetition, use of minimal pairs, among others, are major pragmatic strategies that can be used in teaching speaking skills. However, adequate manipulation of the skills is resident in the ability of the teacher himself to initiate the communication activity that would imbue the right skills in the students. Ultimately, adequate mastery of the requisite pronunciation skills serves as a catalyst to fluent and effective loud-reading and comprehension.

Guidelines for Teaching Loud-Reading in Nigerian Schools

It is worthy of note that different languages exhibit different systemic constituents (Widdowson, 2002). English language displays a measure of unique features which mark it far apart from what obtain in Nigerian languages. For effective teaching of loud-reading skill, the teacher should understand and appreciate the peculiarities of the phonological ingredients which constitute the phonic substance of the task. For example, it is important that the teacher himself/herself understands and appreciates some of the critical areas of divergence between Nigerian languages and English language; some of which are:

1. While major Nigerian languages are tonal, English is an intonational language. So, teachers and learners should be conscious of not substituting tonality in their indigenous languages with rising and falling of pitch in English.

2. While there is one-to-one correspondence of sounds with spellings in Nigerian languages, such is not the case in English.

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Thus, there is the need to learn each word (in isolation) because using orthography/spelling as a guide in pronunciation of English words is misleading.

3. While some Nigerian languages (e.g. Yoruba) are syllable-timed languages, the rhythm in English is generated via stress-timing.

4. While major Nigerian languages defy consonant clusters, i.e. co-occurrence of two or more consonants without any intervening vowel sound(s) within the structure of a syllable, the reverse is the case in English.

5. It should equally be noted that there are many sounds in English that are completely absent in Nigerian languages. Efforts should be intensified in this direction in order to ensure correct pronunciation of such sounds in word contexts.

These and some other reasons account for why a typical Nigerian who had an earlier contact with a native language tends to encounter serious problems of phonological interference, thus culminating in a stumbling block to effective development and display of optimal speaking skills. Speaking is a primary skill of oracy; the competence in which is predicated on a sound mastery of the peculiar phonological segments of the language in question both at the segmental and suprasegmental levels. Given the understanding that every language is unique and distinct in its own regard, the phonemic units which constitute the phonological repertoire of English are peculiar in forms and functions. Hence, to achieve fluent, effective and goal-directed loud-reading, teachers themselves should be able to, first and foremost, identify and produce possible sounds in the language; and even discriminate between contrastive segments. There and then, they would be able to consciously guide their students in the acquisition of the seemingly complex skill of loud-reading without much ado.

Concluding Remarks

Speech is an integrated activity which is predicated on the foundation supplied by listening skill, pronunciation skill, lexical and grammatical competence among others. Speaking is an 'active' skill of language as it is productive. Hence, the major step in the direction of attaining

the requisite pronunciation skills for the purpose of communicative loud-reading is that the teacher should be proficient enough to serve as a good model to the learners.

Since they are used as models by students, teachers who may wish to increase the level of their spoken English may have to learn the phonemic alphabets of English otherwise called International Phonetic Alphabet (IPA) of English. Once a teacher is able to identify the sound that goes with each of the symbols, he/she progresses to incorporate the use of pronouncing dictionary, which is self-taught. With this material, the teacher is equipped with a facility that would ensure correct pronunciation of words just as the native speakers. Periodic consultation of the dictionary should be made in an attempt to learn new words alongside their acoustic properties. Also, checking up the dictionary transcription of familiar words would equally do some good. To one's amazement, many of common and 'simple' words frequently used are re-discovered that they have, all these years, been pronounced wrongly. With the understanding that it is the segmental inputs that feed into the accent or prosody of a language, it is a better bet that teachers who use pronouncing dictionary regularly as guide easily overcome hurdles of achieving fluency in their spoken English. This, consequently, puts them in a good position to assist the learners in the fluent delivery of their loud-reading tasks.

In using pronouncing dictionary, close attention should be paid to words whose pronunciations are similar in speech context in order to be able to mark the distinction(s) between them. Attention should also be paid to the stress patterns when making use of the pronouncing dictionary as there are primary, secondary and the unstressed (weak forms). These stresses play a large role in determining the correct realisation of a word, sentence and meaning; e.g. ´produce (Noun); pro´duce (Verb).

Major areas of mother tongue interference should also be identified by the teacher and presented to the students. This problem is apparent in the spoken English especially of the ESL learners. This is because such learners have already acquired their mother tongue

as the L₁. So, in the learning of English as the target language, there is every tendency of carrying over the linguistic traces and traits of their first language into the learning of English, and thus, error ensues especially at the level of phonology. For emphasis, this is why the teachers themselves must understand the physical aspects of sound production to be able to pass on the correct 'accent' to their students. As much as possible, the teachers should be conscious of features that may pose difficulty in learning the sound system of English so that they can do all that is possible to consciously avert the problem. In schools, English teachers should see it as their responsibility to sensitise their students on the need to be able to discriminate between received accent and adulterated version. Directly or indirectly, this has a propensity of spawning the insight of the students in imbibing the right accent and utilising it to the fullest when confronted with the task of reading a passage aloud.

Reading skills are essential skills that, if properly supervised and utilised, can have considerable positive impacts on academic performance of students and, in particular, on the teaching and learning of language. For example, both skimming and scanning can improve students' vocabulary building and pronunciation. Likewise, intensive and extensive reading can enhance greater improvement in grammar, listening and conversational skills.

It is equally imperative to note that failure to adopt proper reading comprehension skill or pronunciation skill can lead to non-comprehension. Thus, students are observed to be manufacturing ideas that are different from those read. At times, they even modify or distort the content of what is read or absolutely misinterpret the substance of the text (Balogun, 2005). The effects of all these impediments are quite devastating. As such, we must identify an appropriate reading skill to cater for a particular reading situation.

Reading increases one's knowledge and widens one's perception. Reading guides against stagnation and dogmatism. All the four identified reading skills increase one's creativity and they can be used to stimulate students' interest and make the activity of loud-reading pleasurable and meaningful.

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