

**ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF HUMANITIES AND LAW
DEPARTMENT OF ENGLISH LANGUAGE
POST GRADUATE STUDIES**

**EVALUATION OF PREPARATORY SCHOOL READING
TASKS VIS-À-VIS STUDENTS' FUTURE ACADEMIC
READING NEED: GRADE 11 ENGLISH TEXTBOOK IN
FOCUS**

BY:

YOHANNES JORESSA

JUNE, 2015

**A STUDY ON EVALUATION OF PREPARATORY SCHOOL
READING TASKS VIS-À-VIS STUDENTS' FUTURE ACADEMIC
READING NEED: GRADE 11 ENGLISH TEXTBOOK IN FOCUS**

**A Thesis Submitted to the Department of
English Language
(Post Graduate Studies)**

**In Partial Fulfillment to the Requirements for the Degree of
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DECLARATION

I, the undersigned, declare that this thesis is my original work and all sources of materials used for this thesis have been appropriately acknowledged.

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LIST OF ABBREVIATIONS

EFL	English as a Foreign Language
PPP	Presentation-Practice-Production
TBLT	Task-based Language Teaching
RAP	Reading for Academic Purpose
TBI	Task-based instruction
TEFL	Teaching English as a Foreign Language
AAU	Addis Ababa university

ABSTRACT

The purpose of this study was to evaluate the preparatory school reading tasks vis-à-vis Students' future academic reading needs focusing in grade 11 English textbook.

To achieve the above purpose, mixed methods were used. For this study, one hundred sixty five grade eleven students, sixteen English teachers and six external evaluators were involved. The students were selected using random sampling whereas the English teachers and external evaluators were selected purposefully.

Both students and teachers were from Ayertena secondary and preparatory school. The external evaluators were postgraduate students in teaching English as a foreign language (TEFL). All of the external evaluators have been using the textbooks since all of them are teaching in preparatory school.

The instruments used to collect data were questionnaire and textbook analysis using checklists. The data obtained from the participants were analyzed by using frequency and percentages. On the other hand, the textbook examinations, which were made based on checklist, were analyzed qualitatively.

The study revealed that the reading tasks possess several drawbacks. For example, some of the reading tasks are not compatible with learners' interest; the goals of reading tasks are not clear to learners and teachers; in some of the tasks the role of learners and objectives of the tasks are not precisely stated and there are no any schemes which are given to learners to assess or evaluate their progress in achieving academic reading skill in most of the reading activities.

Based on the findings it can be concluded that it is necessary to conduct a detailed need analysis from the teachers and students point of view, and consider the results in designing, preparing and even evaluating the textbooks. In addition the reading task should include activities which develop students' academic reading skills. Moreover, in order to develop learners' academic reading skill, the above short comings of the textbook should be taken in to consideration.

CHAPTER ONE

1.1. Background of the study

As textbooks are so many and so varied in purpose, it becomes difficult to make accurate generalization about them. As a result, language practitioners have come up with their own definition and description of it. For instance Ur (1996), used the term course book to refer to a textbook of which the teacher and usually, each student has a copy, and which is in principle to be followed systematically as the basis for a language course. Similarly, Hutchinson and Torres, (1994), cited in Hailu (2008), consider textbooks as providers of input in to classroom lessons in the forms of texts, activities, explanations and so on.

Textbooks play a crucial role in English language teaching contexts which is employed by the teacher as instructional material and it also presents inputs to the learners that facilitate classroom interaction. Emphasizing the importance of English textbook, Sheldon (1988:237) states “textbooks are the visible heart of any English Language Teaching program”, in which he further illustrates the importance of textbooks in teaching English. However, Harmer (1998) says that sometimes textbooks can be inappropriate for teachers and students, they should be “approached with a degree of healthy skepticism “which allows teachers and students to carefully evaluate their content and to use them “thoughtfully for their own ends”, rather than have textbooks control the process of teaching/ learning (117). Thus, in spite of the fact that textbook has an essential function in English language teaching contexts, it may carry some problems as a result it should be evaluated before being selected for the benefit of teachers and students.

Evaluating teaching material is vital in order to select an effective and appropriate textbook. Tomlinson (1998) defines materials evaluation as the systematic judgment of the value of materials in relation to the aims of the materials and the learners who are using them. What is more he points out that evaluation can be pre-use focusing on predictions of potential value. It can also be while-use focusing on awareness and description of what the learners are doing with the materials and it can be after-use so as to find out what happened as a result of using the instructional materials.

Instructional material can be evaluated empirically through micro evaluation or macro evaluation. A macro evaluation focus on an overall assessment of whether an entire set of materials has worked in relation to the needs identified. In a micro evaluation, however, the focus is on the evaluation of effectiveness of the tasks. A micro evaluation of a task can both show to what extent a task is appropriate for the particular group of learners and reveal certain weaknesses in the design of a task for future (Ellis, 1997).

This study focuses on evaluating the reading task of preparatory English textbook in relation to students' future academic reading needs in their tertiary level education. Therefore defining the term reading, academic reading and reading task is important.

Reading has been defined in various ways by different scholars. The definitions presented by different experts of reading usually ranges from equating reading with recognition and decoding of words to perceiving reading as a creative and thinking process. For Wallace (1992), reading is a process of extracting meaning from written text. According to Nuttall (1982), reading is a process in which one looks at and understands a written material.

In academic contexts, reading is considered the dominant means for learning new information and gaining access to alternative explanations and interpretations. Also, reading plays a primary role in independent learning whether the goal is performing better on academic tasks, learning more about a subject matter, or improving language abilities (Grabe & Stoller, 2001). Willis (1996) argues that reading plays a leading role in many academic contexts and task-based reading is of great importance.

According to Nunan (2004) task is a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. Some observed tasks as activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome. And others state that a task is an activity which requires learners to arrive at an outcome from given information through some process of thought, and which allows teachers to control and regulate that process. From above definitions we can see that a task has four main components: a purpose, a context, a process and a product.

Based on the different definitions of “tasks” the researcher defines tasks from the perspective of classroom interaction. Reading tasks in this study refer to the activities or work plan involved in the reading classroom. In order to do the reading tasks, learners must employ reading skills and have a clear outcome. They must employ cognitive process to comprehend, manipulate, produce and interact with the text being read.

There are some research works on textbook evaluation at postgraduate level which have been conducted locally. Some researchers from Addis Ababa University have tried to evaluate different English language teaching local textbooks and course books at macro level. For example, Besirat (1998) has evaluated English for Ethiopia grade 10 students’ book. And this study has revealed that the textbook is not attractive for students, the exercises do not inspire student’s curiosity and some of the passage used in the texts lack authenticity. In addition to the above researcher, a postgraduate student Hailu (2008) has evaluated the level of quality of the English for Ethiopia grade 11 students’ textbooks. However, this study has been conducted on the old textbook; it has been a good study in comparing it with the former study in using the checklist in evaluating the textbook. This study revealed that the evaluated textbook lack the required qualities. For instance, some of the exercises are not designed for genuine communications; some of the skills are not presented in the way the learners’ need to practice; and significant numbers of topics and contents are not in harmony with the learners’ interest and culture.

The above mentioned textbook evaluation researches were done at macro level and none of them has made a micro level evaluation. As a result, this study is believed to be different from other studies by making micro evaluation on reading tasks and relating the evaluation to students’ future academic reading skills. In addition, this study could be the first study to be conducted on evaluating the reading task in the newly implemented grade eleven textbook.

Therefore, the researcher has selected the reading task of grade eleven textbook to evaluate whether it meets its objectives or whether it is appropriate for communicative goal. In other words, the researcher wants to evaluate the extent to which the reading tasks included in the textbook addresses the students’ academic reading skills.

1.2. Statement of the problem

Evaluating the reading task of English textbook in Ethiopia situation is important because teachers rely on textbooks to operate in classroom settings. The textbook is a tool for teachers to deliver their teaching, and, on the other hand, is a tool for students to follow the teacher's activity in the classrooms.

The researcher has taught in grade eleven for three years using the current textbook, and has found out that this textbook has drawbacks which need to be studied, analyzed and evaluated. The researcher has noticed that some students have been reluctant to participate in reading tasks. In addition, the researcher has been in contact with the teachers who teach this textbook. Some of the teachers often complain about the difficulties in dealing with the reading text; others say the reading tasks which are given in the text do not have variety. Moreover, some teachers seem to be dissatisfied with the results of the students' reading exam and with the students' comprehension to the reading task in the book.

According to David & Govindasamy, (2003), cited in Harison (2012), many EFL university students are not able to read and understand well materials in the English language, a situation of which may affect their academic performance. This may happen due to the inadequate reading task in the text, lack of practicing activities attributed to the shortage of such exercises that accompany reading comprehension texts, or the negligence of teachers in helping students in practicing reading task due to the limited time of the classroom periods.

Therefore, the researcher found it necessary to conduct this evaluative study in order to find out more about the problematic points in the reading tasks of grade eleven textbooks in relation to students academic reading needs. In an academic context, reading is an important skill because students are expected to skim, scan, summarize, analyze and synthesize texts for comprehension and use this skill when they enter into university. The researcher has investigated whether the reading task assisted learners for such academic reading needs.

To be more specific, the researcher has tried to answer the following research questions in this study: to what extent the goals of the reading tasks is clear to the learners; to what extent the

reading task address learners interest; to what extent the input used in the reading tasks appropriate to achieve academic reading skills; to what extent the reading tasks are sequenced and integrated properly and to what extent the role of student and teacher are stated clearly.

1.3. Objective of the study

1.3.1 .General Objectives

The general objective of this study was to evaluate the reading task of preparatory school English language textbook vis-à-vis students' future academic reading needs.

1.3.2. Specific Objectives

In line with the general objectives, this study will address the following specific objectives:

- investigate if the goal of reading tasks is clear to learners and teachers;
- investigate whether the input used in the reading task is appropriate to achieve academic reading skills;
- find out if the reading tasks are sequenced and integrated properly;
- identify whether the reading task address learner's interest;
- investigate whether the roles of the learners or teachers are stated clearly in the reading tasks.

1.4. Research Question

The purpose of this study is to evaluate the reading task of preparatory school English language textbook vis-à-vis students' future academic reading needs. Therefore, this study will give answers to the following research questions:

- To what extent is the goal of the reading task clear to the learners and teachers?
- To what extent is the input used in the reading task appropriate to achieve academic reading needs?
- Are the reading tasks integrated and sequenced properly?
- To what extent does the reading task initiate student's interest?

- To what extent is the role of the learners or teachers stated clearly in the reading task?

1.5. Significance of the Study

The main purposes of evaluation include examining the effectiveness of the instructional material, giving important information about the students' progress and curriculum development. This study is believed to provide useful data for teachers, supervisors and other educational departments regarding strong and weak points of the reading task. And it also provides valuable information for curriculum designers to see whether the reading tasks help students acquire academic reading skills which are helpful for their future needs. Moreover, it is believed to fill the research gap that exists in English language teaching material evaluation; and stimulate other researchers to carry out future studies in the area.

1.6. Scope of the Study

This research focuses on evaluating the reading task of preparatory school English language textbook vis-à-vis student's future academic reading needs. Therefore it is strictly delimited to evaluating only the reading task and identifying whether tasks help students to possess academic reading skill which are helpful for their future needs.

1.7. Limitation

Evaluation of textbook requires a critical analysis of every unit by a group of experts. This would have been possibly done with an available resource and time. However, due to shortage of resource and time the researcher couldn't involve experts in the detailed analysis of the reading tasks of English for Ethiopia grade 11 students' textbooks.

CHAPTER TWO

RIVEW OF RELATED LITERATURE

2.1. Introduction

The literature part focuses on point associated with tasks and reading since the study evaluates the reading tasks of grade eleven textbook in relation to students future academic reading needs. This chapter presents background information on textbook evaluation and the schemes of textbook evaluation. This is followed by a more detailed discussion of tasks component which are goals, inputs, activities, roles and settings. Then, classification of tasks like pedagogic and real world task is presented and also other classification like: listing, ordering, comparing, problem solving, sharing personal experiences, and creative task are discussed.

In addition, issues related to reading like: definition of reading, approaches used in reading: top-down-approach and bottom-up-approach, reading sub skills and types of reading are briefly presented. Finally, phases of task are discussed.

2.2.Textbook Evaluation

Different scholars defined textbook evaluation from several perspectives for instance Cunningsworth (1995) states two types of evaluation. He claims that evaluation can take place before a course book is used, during its use and after use depending on the purposes for which the evaluation is being undertaken. The aim of a pre-use evaluation is to look future or potential performance of the course book. In use evaluation, on the other hand, refers to a kind of evaluation which is carried out while the material is in-use. However, post- use evaluation provides retrospective assessment of a course book's performance as Ellis (1997) has already mentioned. Post–use evaluation is useful for identifying strengths and weaknesses of the particular course book after a period of continuous use. As Cunningsworth (1995) states post evaluation is considered to be useful in helping to decide whether to use the same course book on future occasions.

In addition there are two main approaches of material evaluation which are micro and macro evaluation that have an important role for the purpose of selecting, improving and modifying

materials to suit the needs of learners and teachers in a particular teaching/learning context. A macro evaluation focuses on the assessment of the overall effectiveness of the materials. It provides feedback about the external overview of how materials have been organized. In a micro evaluation, however, the focus is on the evaluation of learning tasks that examines the match between the task planned and task-in-use on the basis of the selected or developed criteria (Ellis, 1998).

Ellis (1998) speaks of the importance of introducing teachers with a careful evaluation of language teaching materials after they have been widely used. “Such an evaluation provides an appraisal of the value of specific teaching activities for particular groups of learners...”. He emphasizes that such a systematic evaluation of materials after use may be encouraged through micro-evaluation by focusing on particular tasks. Thus, the model suggested by Ellis (1998) concerns evaluation of materials at the task level within its’ actual teaching/learning context. The aim in such a model is to find out whether the task has worked in term of its objectives and to be able to realize how the task can be improved for future use as well.

Ellis (1998) claims that a task evaluation is an example of a micro-evaluation. Evaluating a task involves such steps:

1. Choosing a task to evaluate.
2. Describing the task.
3. Planning the evaluation.
4. Collecting the information for the evaluation.
5. Analyzing the information
6. Reaching conclusions and making recommendations.
7. Writing the report.

(p.237)

The materials evaluation models suggested in the literature reflect either macro or a micro approach depending on the purpose of the evaluator. All the evaluation models, however, emphasize the need to define, select or develop criteria that best serve the purpose of the evaluation aimed at.

2.3. Textbook evaluation schemes

Some scholars in the field of ELT textbook design and analysis such as Sheldon (1988), Brown (1995) and Cunningsworth (1995) all agree, for instance, that evaluation checklists should have some criteria pertaining to the physical characteristics of textbooks such as layout, organizational, and logistical characteristics. Other important criteria that should be incorporated are those that assess a textbook's methodology, aims, and approaches and the degree to which a set of materials is not only teachable but also fits the needs of the individual teacher's approach as well as the overall organization curriculum.

Furthermore, criteria should analyze the specific language, functions, grammar, and skills content that are covered by a particular textbook as well as the relevance of linguistic items to the prevailing socio – cultural environment. Finally, textbook evaluations should include criteria that pertain to representation of cultural and gender components in addition to the extent to which the linguistic items, subjects, content, and topics match up the students' personalities, backgrounds, needs, and interests as well as those of the teacher and / or institution (Litz, 2001: 9-10).

2.4. What is a Task

It is important to know what a task means in TBLT because, as (Richards and Rodgers, 2001: 224) pointed out, "the notion of task is the central unit of planning and teaching". Different scholars gave different definitions of a task.

Prabhu (1987:2) defines task as "An activity which required learners to arrive at an outcome from given information through some processes of thought and which allowed teachers to control and regulate that process."

Breen's definition of task, cited in Bygate, Skehan and Swain (2001: 9) is

any structured language learning endeavor which has a particular objective appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task.

Ellis (2003: 16) also widely defines a task as follows:

a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms. A task is intended to result in language use that bear resemblance, direct or indirect, to the way language is used in the real world. Like other language activities, a task can engage productive or receptive, and oral or written skills, and also various cognitive processes.

When we examine the above definitions closely, we can realize that all definitions of task are based on the key assumptions of TBLT. In Prabhu's definition, the task is seen as a derived outcome. In order to reach the outcome, there is a process of thought that learners are required to pass through different activities. This definition is similar to that of Willis in that task is seen as a goal-oriented activity. It is also similar to that of Ellis in that the involvement of cognitive processes to achieve an outcome or a goal. In his definition, Nunan treats task as an activity focuses on meaning. His definition is more of pedagogical as he started his definition with 'classroom work'. This reveals that a task is a classroom activity which demands learners to use the target language meaningfully.

2.5. Components of Tasks

Tasks are composed of different elements. According to Wright, cited in Nunan (1989), a task should contain at least two main elements: input data (pieces of information that students are provided like abstract of an article, picture, maps, etc.) and initiating question (activities that initiate students to work with the input). The most agreed upon and widely used task components are those which are formulated by David Nunan. As his components are more detailed and useful for the purpose of this study, they are chosen to be seen in some details. Nunan says that tasks consist of five elements. These are goals, input, activity (ies), roles (of teacher and students) and settings (Nunan, 1989).

2.5.1. Goals

Nunan (1989: 48) defines goals as "general intentions behind any given learning tasks." They establish a bridge between the task and curriculum. Sometimes goals can be inferred from an examination of tasks, if they are not explicitly stated. This means that there is a goal in a task. There may be "one-to-one relationship between goals and tasks. In some cases a complex task involving a range of activities might be simultaneously moving learners towards several goals" (Ibid).

2.5.2. Input

Input is the material on which the learners work. The input of a task can be gathered from a wide range of sources such as letters, newspaper extracts, stories, family tree, weather forecast, maps, drawings and shopping lists (Williams and Burden, 1997; Nunan, 1989).

The proponents of task-based instruction more favor use of real-world (authentic) materials than non-authentic (pedagogic) materials, though they believe that both are useful. Brosnan and Hood, cited in Nunan (1989), justify why we should use authentic materials. They encourage to use real world materials because they provide natural language, opportunity for the learners to deal with meaningful messages and let them see what they learn in the classroom is relevant to what they need to do outside. Therefore, although they are pedagogical, tasks should be at least parallel to the real world as much as possible.

2.5.3 Activities

As Williams and Burden (1997) say, activities specify what learners actually do during task accomplishment. They are what the learners are asked to do with a given input. An activity should clearly state the procedures for undertaking the task - what the learner has to do from the beginning up to the end, whom to work with (individually, in pair, or in group), what is expected of him/her during and after the task, and when he/she is expected to complete it.

2.5.4. Roles

The fourth important component of a task is role. Role, according to Nunan (1989: 79), refers to "the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants." Roles are parts which are played in carrying out the task. It is this component that specifies the roles played by both teacher and students. In other words, a task should specify the roles of a teacher as well as that of learners. It is here that teacher's and student's roles, which are stated in section 'Approaches of TBI', are revealed.

2.5.5. Settings

Nunan (1989: 91) defines settings as "the classroom arrangements specified or implied in the task, and it also requires consideration of whether the task is to be carried out wholly or partly outside the classroom." In simple words, setting is the place where a task is done. This can be either classroom or outside. As we can see in Nunan's definition, a task may or may not be completed in the classroom. There are possibilities in which the task is started in the class and to be completed outside the classroom. Whatever it may be, generally speaking, setting as a considerable component of task, should be clear.

To sum up, we have seen the five main components of a given task. It is important to give equal attention for all of them because one can affect another directly or indirectly. Therefore, the one who designs language learning tasks should look carefully and equally for all the aforementioned components.

2.6. Classification of Tasks

Different people classify tasks differently. Nunan (1989) divides them into two broad categories: real-world and pedagogic tasks. Richards and Rodgers (2001: 231) identify real-world tasks as tasks which are designed to practice or rehearse those tasks that are found to be important in a needs analysis and turn out to be important and useful in the real world. The relation of the task to the real world necessitates using relevant and authentic materials in classrooms. Authentic materials are materials that are not intended for language teaching; therefore, the language in these materials is close to real world, out-of-class language use. On the other hand, materials

prepared especially for language teaching have pedagogical requirements that make them useful for instruction but different from authentic written or oral materials. Such tasks are defined as “pedagogical” tasks “which have a psycholinguistic basis in SLA theory and research but do not necessarily reflect real-world tasks” (Nunan, 1989, p. 76).

Willis (1996) mentions six different types of tasks: listing, ordering, comparing, problem solving, sharing personal experiences, and creative tasks. In listing tasks, learners collectively try to generate a list according to some task criteria-countries of Europe, irregular English verbs, and world leaders. Task participants brainstorm, activating their own personal knowledge and experiences and undertake fact-finding, surveys, and library searches. Ordering and sorting tasks require four kinds of processes: ranking items or events in a logical or chronological order, sequencing them based on personal or given criteria, grouping given items and classifying items under appropriate categories not previously specified. In comparing tasks, learners are involved in three processes, matching to define specific points and relating them, finding similarities and differences. Problem solving tasks encourage learners’ intellectual and reasoning capacities to arrive at a solution to a given problem. In sharing personal experience tasks, learners are engaged in talking about themselves and sharing their own experiences. Lastly, creative tasks are often viewed as those projects in which learners, in pairs or groups, are able to create their own imaginative products. Groups might create short stories, art works, videos, magazines, etc. Creative projects often involve a combination of task types such as listing, ordering and sorting, comparing and problem solving.

According to Pica, Kanagy, and Falodun, (1993), cited in Richards & Rodgers (2001), tasks are categorized into these groups: jigsaw, information-gap, problem solving, decision-making and opinion exchange tasks. Jigsaw tasks have learners construct a whole from different informational parts. Each part is held by a different group of students who cooperatively contribute to constructing the whole. Information-gap tasks encourage groups of students who have different sections of a text to share text information with each other in order to form a complete text. Problem-solving tasks provide a problem and some information and instruct learners to find a solution to a problem. In decision-making tasks, learners are given a problem with a set of solutions, and they attempt to make a joint decision by negotiating and discussing these solutions. Finally, opinion exchange tasks also promote discussions among learners.

Learners are different. Problem solving tasks encourage learners' intellectual and reasoning capacities to arrive at a solution to a given problem. In sharing personal experience tasks, learners are engaged in talking about themselves and sharing their own experiences. Lastly, creative tasks are often viewed as those projects in which learners, in pairs or groups, are able to create their own imaginative products. Groups might create short stories, art works, videos, magazines, etc. Creative projects often involve a combination of task types such as listing, ordering and sorting, comparing and problem solving.

2.7. Definition of Reading

There are several definitions of reading which are given by experts of reading. The definitions presented by different experts of reading usually relate reading with recognition and decoding of words or envisage reading as a creative and thinking process.

For example, for Wallace, (1992), cited in Negash (2008), reading is a process of extracting meaning from written text. According to Nuttall (1982), reading is a process in which one looks at and understands a written material. Asher (1994) also views reading as the ability to comprehend the thoughts and feelings of others through the medium of written text. It is described as an interactive process involving both the reader's previous fund of knowledge and the words in the text; it is a process of putting the reader in contact and in communication with ideas of the writer which are cued by the written or printed symbols; it is a process of building a representation or a mental mode of text.

From these definitions, we can deduce that reading is an activity in which the reader seeks to identify, comprehend, interpret and evaluate the ideas and point of view expressed by the author.

2.8. The Reading Purposes

McDonough and Shaw, (1993), cited in Negash (2008), claim that much of the current thinking on reading tends to focus primarily on the purposes of the activity. Readers may have their own personal reasons for reading. In real life situation people may read certain written materials because they have a purpose in doing so. The purpose may be how to operate that coffee

machine, or to find out what has happened recently in an election, or to discover the latest trends in language teaching.

Reading serves different purposes. People read books for a variety of reasons. They read to comprehend a text and answer comprehension check questions, to do grammar activities, to solve language problems, to improve language ability, to achieve pleasure and information, to know the instruction of using a particular tool, to be familiar with a particular country or place, to decode message from a printed document, to get idea from inscription from any objects etc.

In classroom situation, too, students should read with a purpose. Without having clear idea of what they are reading for or why they tackle an activity, students would face a problem of grasping meaning from the reading material. The purpose of the reading may be defined in accordance with whether the students are meant to skim, scan, predict (anticipate), infer (make underlying judgment), evaluate the validity and reliability of the material etc.

Nuttall (1987) says that the way we tackle the task is strongly influenced by our purpose in reading. For instance, the quick scanning of a page in the telephone directory to find a single name is very different from the careful attention readers paid to each word in a legal document. The difference in the speeds they use is also no doubt very noticeable. This implies that teachers must not urge students to read a text without first giving them a clear picture of what they are going to do. Giving students with a clear purpose of reading provides them not only a direction, but also motivates them to read as well.

2.9. Academic Reading

A student has to take various examinations during his/her course of academic life. Comprehending a given passage is very important for a student to answer any kind of questions set in the examinations because “understanding a written text means extracting the required information from it as effectively as possible” (Grellet 1996). And the understanding of it is possible only when a student reads it effectively and meaningfully. If the student reads effectively and makes out the entire meaning of a given text, it will be possible for him/her to answer all types of questions like gap filling, multiple choice questions, short-answer questions etc. This is true for all academic purposes; this is crucially true for the students learning a second

or foreign language. As English is not their mother tongue, a fair and effective reading skill is required.

According to Sekara (1988) reading in tertiary education is not for pleasure but for information that has been researched, organized, and documented in accordance with the rules of academic discourse.” For effective academic reading, he has suggested RAP (Reading for Academic Purpose) programme for familiarizing students with certain aspects such as syntactic sequences and words that are frequently used in academic discourse. Reading for academic purpose includes, according to him, “both understanding the syntax and semantics of academic English and understanding the specific aspects of academic reading.” He has presented a diagram and showed “16 aspects of academic reading”, and it includes finding (1) Thesis sentence, (2) Main idea, (3) Main idea and supporting details, (4) Reference, (5) Inference/implication, (6) Comparison/contrast, (7) Analogy/simile, (8) Definition, (9) Nonlinguistic information, (10) Generalization, (11) Classification, (12) Description, (13) Hypothesis, (14) Claim evidence, (15) Argument and its sequencing, and (16) Writer’s approach/opinion/intention.

Academic reading is important because it prepares a reader for future and further reading in her/his individual life. It is the pre-stage of non-academic reading. Several approaches are recommended for academic reading.

2.10. Approaches to Reading

Which approach should be appropriate for a text depends on the size of the text, the purpose of reading, time allotted etc. Bright and McGregor (1970), cited in Hamidur (2004), point some of these strategies. They are:

- how much is there in the passage waiting to be discovered. Not all passages are worth meticulous attention.
- how much time is available. By no means all the passages worth serious attention can be tackled.
- how much the class is capable of seeing and how well they respond.
- how much is essential to a minimum worth-while response...etc.

2.10.1. Top-down Approach

The main feature of this process is that “the reader comes to the text with a previously formed plan, and perhaps, omits chunks of the text which seem to be irrelevant to the reader’s purpose” Nuttall’s, (1996: 16), cited in Hamidur (2004), view on top- down approach is:

the predictions we can make, based on the schemata we have acquired...to understand the text. ... We make conscious use of it when we try to see the overall purpose of the text, or get a rough idea of the pattern of the writer’s argument, in order to make a reasoned guess at next step.

Expectations of the reader play ‘a crucial, even dominant, role’ in this process. The reader brings his/her personal experiences and views with him/her, and those aspects largely affect the way of interpreting a text. Goodman characterizes this approach as viewing reading as “precise, sequential identification.”

This approach is precisely suggested by most thinkers and researchers because it is directly related to the reader’s schemata...his/her personal knowledge and experiences. Nuttall pointed out the importance of top -down approach (1996: 17): as it:

enables him to predict the writer’s purpose, the likely trend of the argument and so on, and then use this framework to interpret difficult parts of the text. The top-down approach gives a sense of perspective and makes use of all that the reader brings to the text: prior knowledge, common sense, etc. which have sometimes been undervalued in the reading class.

2.10.2. Bottom-up Approach

In bottom-up approach, according to Nuttall (1996), “the reader builds up a meaning from the black marks on the page: recognizing letters and words, working out sentence structure”. Readers use this process consciously when they are confused with an initial reading. In this

approach, the reader is entirely dependable on the contextual meaning, and s/he does not need any background knowledge since it is text-driven.

There is a clear-cut distinction between these two approaches. While bottom-up process is text-driven, top-down approach uses the meaning brought by the reader, i.e. it is reader-driven. Parry (1987) has summarized their differences in the following manner:

some argue that reading is a “bottom-up” process: graphemes are perceived as forming words, words as forming sentences, and sentences as forming paragraphs and so on (Gough, 1972); others argue that the process is a “top down” one: the reader starts with a general idea, or schema, of what should be in the text...this being derived from the previously acquired knowledge...and uses this scheme in perceiving and in interpreting graphic cues. (Goodman 1967)

2.10.3. Interactive Reading

Experts argue and explain that none of these approaches (namely, ‘top-down’ and ‘bottom-up’) stands alone for an effective reading. Nuttall (1996) comments, “a reader continually shifts from one focus to another, now adopting a top-down approach to predict the probable meaning, then moving to the bottom-up approach to check whether that is really what the writer says.”

According to Coady (1979), cited in Hamidur (2004), interactive process involves three factors: conceptual abilities, background knowledge, and process strategies. So, for a successful reading a reader should and must possess basic intellectual ability. This ability is used to make a proper relation between the textual information and his/her existing schemata, proper knowledge of the world, and reading strategies including familiarity with the phonology, graphemes, and lexicon of a language..

Thus interactive reading– a proper amalgamation of top-down and bottom-up approaches– can be a fruitful option for the students to improve their present reading skills up to a considerable level of satisfaction.

2.11. Reading Sub-skills

Reading is a systematic process engaging different skills that can be used differently in accordance with the kind of information and amount of information needed. The most important ones that scholars identified as reading sub skills will be discussed below.

2.11.1. Skimming

Skimming means glancing rapidly through the text to determine the gist of the reading text. If we are interested in having the general picture of the text, we simply run through the text quickly by discarding what is not essential or relevant to that general picture (Harmer, 1991; Grellet, 1981; Williams 1984), cited in Negash (2008). Skimming gives the reader the advantage of being able to predict the purpose of the passage, the main topic or message and some of the developing or supporting ideas.

According to Grellet (1981), cited in Negash (2008), skimming should not be done competitively, as more is involved than mere eye movements. Students can be asked to locate facts which are expressed in sentences rather than in a single words; or they can be asked to say briefly what the text generally about, or given specific questions that can be answered by glancing quickly through the text. Some examples of such skimming questions are listed below:

- What methods of plant propagation are dealt within this article?
- Which of these topics are dealt with in the text? (list of topics are given)
- Which of these pictures (diagram), etc illustrate the text? (several pictures diagrams are supplied)
- What is the text generally about?
- Which of these texts deals with methods of plant propagation? (several texts supplied: one or more deals with the given text)

2.11.2. Scanning

Scanning means glancing rapidly through a text either to look for a specific piece of information (e.g. name, date) or to create an initial impression of whether the text is suitable for a given

purpose (e.g whether a book on gardening deals with the cultivation of a particular vegetable) (Nuttall, 1982).

When scanning, readers only try to identify specific information and often they do not even follow the linearity of the passage to do so. They simply let their eyes wander over the text until they find what they are looking for (Grellet, 1981).

The important way of teaching scanning is setting exercises that demand students to search for specific piece of information. Nuttall (1982) notes that scanning exercises are easy to devise. The easiest are those requiring the students to scan for single word or specific fact, for example:

- Look at page 100 and find out when Shakespeare died.
- How many times does the word ‘this’ occur on this page?
- (Using a page from a telephone directory) what is the telephone number of Mr. X?
- (Using a page from an index) on what page is the topic of evaluation mentioned?

2.11.3. Predicting or anticipating

This reading strategy is used to guess the content of a text. Readers may ask themselves questions by using their background knowledge or experiences in order to guess what the text is about (Urquhart & Weir, 1998).

2.11.4. Summarizing

According to Irwin & Doyle (1992), cited in Negashe (2008), Summarizing is the technique of constructing a summary from a text by preserving its meaning. Readers summarize to review in their mind the main points of a text. This technique helps them memorize what they are reading, conceptualize the main point of a text, and transfer it into their own language.

2.11.5. Using prior knowledge

Readers relate the context of what is being read to familiar mental representations using prior knowledge or experiences which have been recalled from their world knowledge or personal

experiences. Tapping into this prior knowledge helps readers better understand the text being read (Urquhart & Weir, 1998).

2.11.6. Making Inference

Readers draw inferences on the basis of inconclusive evidence or insufficient information. When readers infer, they use “available information to guess meaning, predict outcomes, and fill in missing information” O’Malley & Chamot (1990) as cited in Hamidur (2004). This technique helps them draw conclusions through critical analysis, and facilitates their making predictions, building new ideas, and finding new meanings that may be implied in the text at hand.

2.11.7. Evaluating

According to Collin & Cheek (1993), cited in Negash (2008), evaluation in reading is a strategy performed after reading. Readers give their opinions and comments, recognize alternative views, and offer rational positions concerning the text. This technique helps readers check and evaluate the accuracy of their understanding, recheck what they are confused about, and find solutions to solve the problems.

2.11.8. Paraphrasing

Paraphrasing is a reading strategy in which readers use the knowledge of their native language and of the second language to comprehend the information of a text. Normally, this strategy is used widely in translating a word or phrase into one’s native language (Alderson, 2000).

2.12. Types of Reading

Alyousef, (2005), cited in Negash (2008), categorized reading into two major types. These are extensive and intensive reading.

2.12.1. Extensive Reading

Bruton (2004) points out that extensive reading involves the reader reading “huge amounts of very simple text”. Large amounts of language input that is comprehensible, thus satisfies a very

important condition of language acquisition, and that is massive exposure to comprehensible language.

Nuttall (1982:168) says “the best way to improve your knowledge of a foreign language is to go and live among speakers. The next best way is to read extensively in it”. This indicates that students should be encouraged to read more inside and outside the classroom so as to develop their second language competence (proficiency).

Extensive reading is usually carried out outside classroom with a limited or no control of the language teacher. Students are involved in reading of various kinds of materials ranging from academic reference books to novels, news papers, magazines, and the like. Students are allowed to choose the books they read depending on their interests. If they find a book too difficult or they don't enjoy it, they can change it for another one. In this type of reading there is not always a follow-up discussion or work in class (Stanley, 2005; Bruton, 2004, and Susser and Robb; 1990).

Bell (1998) identified the following potential advantages of extensive reading in language learning:

- It can provide comprehensible input
- It can enhance learners general language competence
- It increases students' exposure to the language
- It can increase knowledge of vocabulary
- It can motivate learners to read
- It can consolidate previously learned language
- It helps to build confidence with extended texts
- It facilitates the development of prediction skills.

According to Stanley (2005), cited in Negash (2008), reading for pleasure requires a large selection of books be available for students to choose from at their level. Here, teachers can make a good use of graded readers (books which have been written specifically for EFL/ ESL

students or which have been adapted from authentic texts). Having a classroom library and regularly encouraging students to borrow books to take home are something which can help. If books are shelved in the classroom, students can also be given class time to browse and select books.

2.12.2. Intensive Reading

Intensive reading, according to Bruton (2004) involves reading for the purpose of language study, to learn some element of the language or a particular language skill. With such reading the learner is intensively involved in looking inside the text. Scrivener (1994) states that intensive reading is typically used with short section or sentence when we need to understand or study information or language use in detail. This is how we read a paragraph on philosophy, a dense letter from the bank manager or a grammar explanation at the back of a course book.

Intensive reading takes place under the closer guidance of the teacher, or under the guidance of a task that forces a student to pay greater attention to the text (Nuttall, 1982). In this reading activity, the teacher dictates the objectives, procedures and amount of time of the reading lesson. The reading text may either be taken from students' textbook or carefully prepared by the teacher beforehand.

Some of the reading activities that demand students to read intensively:

- Analyzing coherence
- Reading for inference
- Reading for reference
- Analyzing text cohesion
- Working out the meaning of difficult words from context
- Working out the organization of a text, etc.

In order to get students to read enthusiastically in class, teachers need to work to create interest in the topic and task

2.13. Phases of the task-based instruction

Scholars of TBI such as Willis, (1996), cited in Baris (2005), identified what is done before attempting the task, during task completion and after the task. In this respect, the three main phases or cycles of task implementation are identified. They are pre-task, the task cycle and language focuses. Sometimes authors use the terms pre-task, during- task and post-task to refer to the above phases. Since they refer to the same thing, we can use either of them or both of them interchangeably.

The task-based framework differs from the traditional teaching which is presentation practice and production methods in terms of different sequencing of the instructional phases. In a traditional classroom, the first step is to present the target language function and forms, and then to practice them, and finally to produce examples of these language function/forms (PPP) without teacher support. In a task-based framework, however, learners first perform a communicative task (with the help of any previously learned language structures) after they are introduced to the topic and the task itself. Learners then write or talk about necessary planning to perform the task they have just attempted. At this stage, they might listen to a recording of learners working on the same or a similar task or read something related to the task topic. After they have some sense of the task production, they apply this knowledge to re-try the task. During this stage, they have access to requested linguistic forms.

2.13.1. The pre-task phase

The aim of this phase is first to introduce task and task topic to learners. According to Ellis (2003) and Lee (2000), cited in Baris (2005), framing of the task plays an important role before implementing the task since it informs learners about the outcome of the task and what they are supposed to do to fulfill the task.

After introducing the topic, teachers may need to explain the task theme if learners are unfamiliar with it. In order to do this, they can provide learners with vital vocabulary items and phrases or help them remember relevant words or phrases. If the topic is a familiar one, teachers can elicit the known phrases and language related to the topic. In the process, teachers can have an opportunity to observe what learners actually know and what they need to know. However, there is no explicit teaching of vocabulary or language in this model.

The third step is to perform a similar task to the main task. Prabhu's (1987) study was conducted in a whole class context. The teacher asked similar questions that would be directed to the students in the main task. This demonstration in the pre-task should be counted as an activity that enhances learners' competence in undertaking the real task.

The last step in the pre-task phase is to allocate learners time for task planning. Giving time to learners to prepare themselves for the tasks enhances the use of various vocabulary items, complex linguistic forms, fluency and naturalness with which the tasks are carried out. Ellis (2003) calls this session the strategic planning phase. In strategic planning, either the learners decide by themselves what to do in the task or teachers lead them in focusing on accuracy, fluency or complexity. Although teacher guidance is important at this point in order to explicitly inform learners what to focus on during preparation. Other scholar like: Willis (1996) argues that learners tend to perform the task less enthusiastically when they are guided by the teacher than when they plan the task on their own.

2.13.2. The during-task phase

In this phase, learners do the main task in pairs or groups, prepare an oral or written plan of how and what they have done in task completion, and then present it to the whole class (Willis, 1996a). The task performance session enables learners to choose whatever language they want to use to reach the previously defined outcome of the task.

In the last part of the “during-task phase”, some groups or pairs present their oral or written reports. Teachers' giving feedback only on the strengths of the report and not publicly correcting errors increases the effectiveness of the reporting session (Willis, 1996).

2.13. 3. The post-task phase

According to Ellis (2003) stated that the post-task phase enables learners to focus on the language they used to complete the task, perhaps, repeat the performed task, and make comments on the task. The teacher can present some form-focused tasks based on the texts or listening tasks that have been examined. This stage is seen as adding accuracy to fluency since it also

involves explicit language teaching. The teacher selects the language forms to present, monitors learners while they are performing the “pre-task” and notes of learners’ errors and gaps in the particular language forms they use.

Learners are also given the opportunity to repeat the task. Task repetition helps them improve their fluency, use more complex and accurate language forms and so express themselves more clearly (Ellis, 2003).

Finally, learners are given the opportunity to reflect on the task they have finished. Willis (1996) describes this part as the conclusion of the task cycle, which is “during-task”. Ellis (2003) states that it is also possible for students to report on their own performance and how they can advance their performance, which are all related to developing their metacognitive skills, such as self-monitoring, evaluating and planning. In addition to self-criticism, learners are asked to evaluate the task as well, which will, in turn, influence their teacher’s future task selection.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Research Design and methodology

This part of the study is concerned with what the researcher wanted to know according to the objective of the study, how and for whom the questions designed, and sampling procedure and research instrument that had been used in the study. Mixed research method had been employed in this study. This research design was used since it is appropriate method in reading task evaluation. In this regard, Tashakkori and Teddlie (1998) argued convincingly for the validity of mixed method research, emphasizing its benefits in many diverse research settings. They asserted that mixed methods are often more efficient in answering research questions than either the qualitative or the quantitative approaches alone because mixed methods allow cross-method comparison and provide grounds for triangulating data in which the weaknesses of one method may be offset by the strengths of another.

In the current study both quantitative and qualitative methods had been employed. The quantitative method of the study looked at statistical data that the students, teachers and external evaluators provide in their response to the questionnaire. The qualitative phase of the study aimed to better understand the results from the quantitative phase and the textbook analysis which is made by the researcher.

3.2. Subject of the Study

While the decision to use and evaluate a particular textbook is sometimes left up to individual teachers, some authors such as Chambers (1997) pointed out that this activity is usually more beneficial if it is collectively undertaken by everyone involved in the teaching and learning process. In other words, evaluation of the instructional material should consider teachers' as well as students' perceptions towards the materials. So, the participants of this study were grade eleven students and English teachers from Ayertena secondary and preparatory school.

As for the external evaluators, six of them were second year postgraduate students in teaching English as a foreign language (TEFL) at AAU. All of the external evaluators were selected purposefully. In this case, the respondents were those who have used the textbooks in high schools and those who took the course syllabus designing and material development.

3.3. Sampling Techniques

It is obvious that in order to collect data which represents the population, sampling is a very good method that enables the researcher to study relatively small number units in place of the whole population. Therefore, for this study one hundred sixty five students from twenty sections were selected randomly, and sixteen English teachers were chosen purposefully from Ayertena secondary and preparatory school. Among these teachers three of them are females. In addition, 6 second year regular postgraduate students in (TEFL) from AAU became main source of data in this study. And all English teachers who participated in the reading task evaluation have long years experience in the profession. This probably helped to gather reliable data for the study.

3.4. Data Collections instruments

3.4.1. Questionnaire

With regarded to the use of questionnaire in textbook evaluation, Tomlinson (1998) and Richards (2001), cited in Hailu (2008), suggested that in order to determine the relative strengths and weakness of the book and ultimately decide how well it suited the desired and attainable goals of the learners a series of textbook evaluation survey questionnaires should be used focusing on reading tasks.

Therefore, three types of questionnaires were employed to conduct this study. The first one for the students, the second for the teachers and the other for the external evaluators but the content of the items is the same for all the respondents. This was done so as to minimize the personal bias that might occur among different groups in the study and to find a reliably and credible data.

Most of the items in the questionnaires were adapted from Nunan's (2001) checklist for task evaluation. Besides, the questionnaire format by Duygu (2007) was referred, but as his questions were designed to evaluate teachers reading textbook evaluation criteria the format was slightly

adjusted and used. And some of the questions were also adapted from ELT journals by Jayakaran and Vahid (2012) the questions are designed to develop an English language evaluation checklist. Moreover, literature associated to academic reading skills was reviewed and other questions were also added to evaluate the reading task to find out whether the task prepares learners for academic reading skills.

The questionnaires are close ended. A five- likert type scale was used which range from one to five where 1=strongly disagree, 2=disagree, 3=undecided 4=agree 5= strongly agree. The questionnaire was pilot tested. This helps to eliminate the ambiguities, to complete lacking topics and issues, and to examine the face validity. In the data analysis, the researcher has combined strongly disagree (1) and disagree (2), and strongly agree (5) and agree (4) together. However, those participants who rated undecided (3) were not included in the data analysis because their opinions were not known to either side.

These questionnaires which were administered to teachers, external evaluators and students had ten sections. It was believed to identify the strength and the weakness of the reading tasks of grade eleven textbooks and determine whether the tasks help learners acquire basic academic reading skills.

3.4.2. Textbook Analysis

The reading tasks of grade eleven English textbook which is designed by the Ethiopian Ministry of Education was analyzed by the researcher using checklist that was adapted from Nunan's (2001) task evaluation checklist, from ELT journals by Jayakaran and Vahid (2012) and from the questionnaire format by Duygu (2007). The results were compared and contrasted to the data obtained from the participants' responses. And it was related to students' academic reading needs to identify whether the reading task helped students to have academic reading skills such as note-making, summarizing, analyzing and synthesizing text., predicting, using contextual clues, guessing word meaning, interpreting texts, evaluating a text critically, recognizing the author's position, distinguishing between facts and opinions, understanding author's tone, mood and attitude, etc which are helpful for their future studies.

As suggested by many scholars such as Cunninghamworth (1995) and McDoungh and Show (1993) in order to perform an effective internal inspection of the materials, it is useful to pick out at least two units of a book and analyze them in detail. So the researcher evaluated the reading task by selecting four units randomly from the textbook. Therefore, unit one, four, seven and ten were analyzed based on the checklists used to evaluate the reading tasks which were adopted from David Nunan's task evaluation checklist.

3.5. Data Collection Procedures

In order to collect the necessary information, the following procedures were used. First of all, a pilot study was carried out on 40 grade eleven students and 4 teachers of Ayertena Secondary and Preparatory Schools. The major objective of conducting the pilot study was to check the content validity and clarity of items, and to tackle any problems related to distributing, collecting and administering instruments. Accordingly, some modifications were made to the questionnaire after the pilot study.

Second, teachers were asked to help the researcher to distribute the questionnaire for students. Hence, the questionnaire was distributed to students with the help of teachers. Then, the questionnaire was given to teachers and to external evaluators. All the questionnaires distributed were entirely returned, tallied and summarized for data interpretation. Finally, conclusions and recommendations were made based on the findings.

3.6. Data Organization and Analysis

This study produced both qualitative and quantitative data through questionnaires and textbook analysis. After carefully gathering the appropriate data, using the instruments of data collection mentioned under section 3.4 from all the participants of the study, the data were analyzed using different statistical tools and narrations. Thus, frequency counting and percentage were applied to analyze and describe the data. The data, which were obtained from the questionnaire, were analyzed quantitatively and the textbook analysis was made qualitatively based on the checklist which was adapted by the researcher to evaluate the reading task as it is presented in unit four.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1. Introduction

The aim of this study is to evaluate English reading task in relation to students' future academic reading needs. In order to explore these issues, questionnaire was prepared and presented to students, teachers and external evaluators. The total number of students who participated in this study was 165. And the number of the teachers involved in this study was 16. Three of them were females. Their years of experience ranged from 6 to 20. There are also 6 external evaluators who participated in the study. They are attending their MA in AAU. In addition, the researcher also evaluated the reading tasks using checklist qualitatively by selecting some sample unit from the textbook.

For presenting the results of the study, frequency and percentages of each item were calculated to describe and summarize the responses of students, teachers and external evaluators. The results of items related to each evaluation criteria were presented in tables and explanations were provided accordingly.

4.2. The goals of the reading tasks

The table is about the goals of reading tasks whether it is clear to the learners or teachers. It was measured through 2 items in the students', teachers' and external evaluators' questionnaire and the responses are presented in table 1.

Table 1: Respondents' perceptions on the clarity of the goal of the reading tasks to the learners and teachers

No	Items	Respondents		Strongly disagree (1)	Disagree (2)	Undecided (3)	Strongly agree (4)	Agree (5)	Total
1	The goals of the reading tasks are clear to the learners and to the teachers.	Students	F	26	92	10	18	19	165
			%	15.7	55.7	6	10.9	11.5	100
		Teachers	F	4	6	1	3	2	16
			%	25	37.5	6.25	18.75	12.5	100
		External evaluators	F	0	5	1	0	0	6
			%	0	83.3	16	0	0	100
2	The reading tasks have achievable goals and take in to consideration learners capabilities.	Students	F	14	23	19	57	52	165
			%	8.5	14	11.5	34.5	31.5	100
		Teachers	F	2	8	1	2	3	16
			%	12.5	50	6.25	12.5	18.75	100
		External evaluators	F	1	4	1	0	0	6
			%	16	66.7	16.7	0	0	100

As can be observed from the above table in item 1, the respondents were asked whether the goals of the reading tasks are clear to the learners or to the students. As a reaction, the majority of the students (70%), teachers (62%) and external examiners (83%) stated that the goals of the reading tasks are not clear to the learners and to the teachers.

This figure revealed that most of the respondents seemed to be dissatisfied with the clarity of goals. In this regard, Nunnan (2004) highlights the importance of goal as a task element that provides direction, not only to any given task, but to the curriculum as a whole. Though, the goals in the tasks are not precisely presented in the textbook; it can be inferred from the task itself. Some reading tasks take in to consideration the present and long term needs of learners. Therefore, as it is stated by the respondents, most of the reading tasks do not provide a clear goal to the learners and to the teachers even if it can be inferred from the task.

According to the information shown in item 2, the respondents were asked whether the reading tasks have achievable goals and take in to consideration learners' capabilities. Accordingly, the majority of the students (66%) indicated that the goals are achievable and it takes in to account learners abilities. This response seems to contradict to the answer given to the first question which is related to the clarity of the goal of the tasks because the majority of the learners responded that the goals are not clear to them. However, significant number students (39%) did not believe in the achievability of the reading tasks. Similarly, the majority of the teachers (62%) and the majority of external examiners (82%) dissatisfied with the achievability of the goal of the task.

As it is clearly revealed in item 2, there are relatively significant differences in the responses of the students, teachers and external evaluators. Nearly half of the learners believed that the goals of the reading task is achievable and it is not beyond their abilities, on the other hand, the majority of teachers and external evaluators answered by saying the goals are not achievable and do not consider learners ability. Therefore, if the goals of the reading tasks are not clear and do not consider learners' ability, the task affects learners' future academic reading abilities.

4.3. Objectives found in the reading tasks

The table is about the objective used in the reading tasks. It was measured through 2 items in the students', teachers' and external evaluators' questionnaire and the responses are presented in Table 2.

Table 2: Respondents' perception on the objectives which are found in the reading tasks

No	Items	Respondents		1	2	3	4	5	Total
3	Objectives are provided in all reading tasks in the textbook.	Students	F	20	69	19	57	0	165
			%	12	41.8	11.5	34	0	100
		Teachers	F	7	6	0	3	0	16
			%	42.75	37.5	0	1.7	0	100
		External evaluators	F	0	6	0	0	0	6
			%	0	100	0	0	0	100
4	The objectives of the reading tasks are clear and precise for the learners.	Students	F	24	95	26	20	0	165
			%	14.5	57.5	15.75	12	0	100
		Teachers	F	3	7	1	5	0	16
			%	18.75	43.75	6.25	31.25	0	100
		External evaluators	F	1	4	1	0	0	6
			%	16.7	66.7	16	0	0	100

As illustrated in the above table in item 3, respondents were asked whether the objectives are provided in all reading tasks in the textbook. In response to this, more than half of the students (53%), the majority of the teachers (80%) and external evaluators (100%) responded that the textbook did not include objectives in most of the reading tasks.

In table 2 item 4, participants were asked to show their perception on the clarity of objectives which are found in the reading tasks. Accordingly, the majority of students (73%), teachers (62%) and all of external evaluators (83%) believed that the objectives of the reading tasks are not stated clearly and precisely to the learners.

With respect to the objective of reading tasks, as can be seen from the above table, most of the participants believed that the objectives are not stated well in most of the reading tasks. There are some general objectives that are provided at the beginning of each unit. However, short term and specific objectives of the reading tasks remained unspecified in the tasks. In this aspect, Richards (1994) pinpointed the importance of objectives in reading tasks. He indicated that objectives are important as they provide learners with a clear statement of where they are going and what they

can expect to achieve as a result of learning the unit or section. Therefore, the absence of objectives in the reading tasks could affect learners to achieve the academic reading skills since learners are not adequately informed what they will achieve after the completion of the tasks.

4.4. Language input used in reading task

The table is about the language input used in the reading tasks. It was measured through 5 items in the students', teachers' and external evaluators' questionnaire and the responses are presented in Table 3.

Table 3: Respondent perception on Language input used in reading task

No	Items	Respondents		1	2	3	4	5	Total
5	The reading tasks and passage are appropriate to achieve academic reading skill.	Students	F	31	61	20	28	25	165
			%	18.8	37	12.1	17	15.1	100
		Teachers	F	1	10	2	3	0	16
			%	6.25	62.5	12.5	18.75	0	100
		External evaluators	F	2	3	1	0	0	6
			%	33.3	50	16.5	0	0	100
6	The reading task and passages are taken from authentic material or from real language situation.	Students	F	27	23	28	59	28	165
			%	16.4	13.9	17	35.75	17	100
		Teachers	F	1	8	1	6	0	16
			%	6.25	50	6.25	37.5	0	100
		External evaluators	F	0	4	1	1	0	6
			%	0	66.7	16.7	16.7	0	100
7	The reading passages in the textbook are quite long.	Students	F	23	34	0	62	46	165
			%	13.9	20.6	0	37.6	27.9	100
		Teachers	F	2	2	1	6	5	16
			%	12.5	12.5	6.25	37.5	31.25	100
		External evaluator	F	0	1	0	5	0	6
			%	0	16.7	0	83.3	0	100
8	The passages in the text book are difficult for grade eleven	Students	F	56	47	11	27	24	165
			%	33.9	28.5	6.7	16.7	14.54	100

	students.	Teachers	F	2	9	2	3	0	16
			%	12.5	56.45	12.5	18.75	0	100
		External evaluators	F	2	2	1	1	0	6
			%	33.3	33.3	16.7	16.7	0	100
9	The reading activities and passages in the text book are related to student's daily lives.	Students	F	35	27	20	49	35	165
			%	21.	16.4	12.1	29.7	21.2	100
		Teachers	F	2	8	3	2	2	16
			%	12.5	50	18.75	12.5	6.25	100
		External evaluator	F	1	4	0	1	0	6
			%	16.7	66.7	0	16.7	0	100

As it can be seen from table 3 in item 5, the respondents were asked about the appropriateness of the reading tasks and the passage to achieve academic reading skills. In response to this, more than half of students (55%), the majority of teachers (68%) and external evaluators (83%) indicated that both the reading tasks and the passage in the textbook are not conducive or appropriate to achieve students' future academic reading skill.

As can be observed from item 5, there is no major differences in the responses of the respondents. One can say from majority point of view that the participants seem to be dissatisfied in both the reading tasks and passage used in the textbook since it is not appropriate to achieve students' future academic reading skills. In this regard, Swales (1990) argues that language-learning tasks are the outcome of methodology related to a specific discourse community; that is, pedagogical texts and pedagogical tasks must be interrelated. By means of the interrelation of text and task, a communication takes place through which learners get their desired meaning to interpret the task and carry it out accurately.

Regarding the authenticity of reading task, more than half of the students (52%) agreed that the reading text and tasks have been taken from authentic material. However, 56% of teachers and 66% of external evaluators criticized the reading tasks for its inauthentic nature.

From the above data one can see there is a significant discrepancy in the percentages of the responses given by respondents in the authenticity of the reading tasks. The majority of the students stated that the reading text and tasks have been taken from authentic material, whereas teachers and external evaluators do not seem satisfied in the incorporation of authentic text in the reading tasks. It is vivid that the lack of authentic tasks in the textbook affects learners to participate in curiosity in completing the task. Therefore, the text and the tasks should include interesting inputs. In this way learners will be more eager to study reading and better motivated to learn. In this respect, Richards (2001) highlighted the importance of using authentic materials in the textbook which can engage students with the target culture and real-life language use.

With regard to item 7, the majority of the students (65%), teachers (68%) and external evaluators (83%) claimed that the reading passages in the textbook seem to be long. As for the difficulties of reading tasks and passage in item 8, the majority of the students (62%), teachers (68%) and external evaluators (66%) believed that the reading tasks and the texts seem to be difficult for the learners.

As for the length of the passage, there is no any discrepancy on the response given by the respondents. Most of the respondents revealed that the passages which are found in the textbook are long.. As a result, learners will find it difficult to work on the tasks in the classroom since it takes them much time to complete it. In addition, the length of the text also hampers learners' interest to engage in the course of the tasks.

With respect to the perception of the respondents on the passage, most of the participants did not believe the reading passages fit to the level of grade eleven students. The reading texts, activities, and tasks should not be too simple, or too complicated. Another feature of a good reading textbook is the appropriate levels of complexity for the students' intellectual level. Otherwise, students will become de-motivated. In this regard (Anderson 1999) pinpointed that students develop feelings of self-confidence especially after experiencing success in challenging tasks but the inclusion of confidence-building tasks at an appropriate level of difficulty is one feature of a good reading textbook.

In item 9, respondents were asked whether the reading tasks and passages in the textbook are related to students' daily lives. In reaction to this, half of the students (50%) stated that the reading passage and tasks are related to students' daily life. However, the majority of the teachers (62%) and external evaluators (82%) believed that it is not related to students' culture or daily life.

As this questionnaire result revealed the textbook did not incorporate sufficient tasks and inputs from learners' culture. For instance, most of the reading passage in textbook treats issues related to Africa and Europe. This can hinder students' participation in accomplishing the tasks and it can decrease learners' interest in performing the task.

4.5. Consideration of reading tasks in raising students' interest and curiosity

The table is about the appropriateness of reading tasks in raising students' interest and curiosity. It was measured through 5 items in the students', teachers' and external evaluators' questionnaire and the responses are presented in Table 4.

Table 4: Respondents' perception on the appropriateness of reading task in raising students' interest and curiosity

No	Items	Respondents		1	2	3	4	5	Total
10	The reading tasks and exercises in the textbook are appropriate for learner's level.	Students	F	23	21	0	93	28	165
			%	13.9	12.7	0	56.3	17	100
		Teachers	F	3	2	0	9	2	16
			%	18.75	12.5	0	56.25	12.5	100
		External evaluators	F	1	1	0	4	0	6
			%	16.7	16.7	0	66.7	0	100
11	The reading tasks in the textbook increase student's participation in the lesson.	Students	F	21	28	14	63	39	165
			%	12.7	17	8.5	38.2	23.6	100
		Teachers	F	0	5	2	7	2	16
			%	0	31.25	12.5	43.75	12.5	100
		External evaluators	F	0	2	0	3	1	6
			%	0	33.3	0	50	16.7	100

12	The reading texts and activities in the textbook foster learner's creativity.	Students	F	10	30	35	63	27	165
			%	6.1	18.2	21.2	38.2	16.4	100
		Teachers	F	1	9	0	4	2	16
			%	6.25	56.25	0	25	12.5	100
		External evaluators	F	1	3	1	1	0	6
			%	16.7	50	16.7	16.7	0	100
13	The reading tasks in the textbook raise student's interest and curiosity.	Students	F	36	50	19	23	37	165
			%	21.8	30.9	11.5	13.9	22.4	100
		Teachers	F	0	9	1	3	3	16
			%	0	56.25	6.25	18.75	18.75	100
		External evaluators	F	1	3	0	1	1	6
			%	16.7	50	0	16.7	16.7	100
14	The reading tasks encourage learners to apply what they learned in the classroom to the real world.	Students	F	16	44	11	49	45	165
			%	9.7	26.7	6.7	29.7	27.2	100
		Teachers	F	2	3	1	3	7	16
			%	12.5	18.75	6.25	18.75	43.75	100
		External evaluators	F	0	2	0	3	1	6
			%	0	33.3	0	50	16.7	100

As table 4 item 10, demonstrates the majority of students (73%), teachers (68%) and external evaluators (66%) believed that the reading tasks in the textbook are appropriate for learners' level. In table 4 item 11, the respondents were also requested to forward their view whether the reading tasks in the textbook increase students participations. To this end, 61% of the students agreed that it increases their participation. Whereas, more than half of the teachers (56%) and the majority of external evaluators (66%) claimed that the reading tasks do not encourage students' participation.

With respect to the difficulty of reading tasks and increment of students' participation, as can be observed from the above data, most of the respondents indicated that the textbook incorporates tasks which take into account learners abilities. Therefore, learners do not face any predicament in accomplishing the task. As for increasing the students' participation, it is observed that the

reading tasks in the textbook do not seem appropriate in increasing genuine communication though there are some tasks which raise students' interaction in the classroom.

As illustrated in table 4 item 12, the respondents were requested to reflect their view on the reading texts and activities in the textbook if it fosters learner's creativity. In response to this, more than half of the students (54%), the majority of teachers (62%) and external evaluators (66%) claimed that most of the reading tasks do not foster students' creativity.

Regarding the quality of tasks in increasing learners' curiosity, as can be seen in table 4 item 13, more than half of the students (51%) stated that the tasks did not increase their interest in learning language. Similarly, 56% of teachers and 66% of external evaluators expressed that reading tasks in the textbook do not inspire learners' desire and curiosity in learning language.

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In summary, as it can be seen from item 14, the result indicated that most of the respondents believed that the reading tasks in the textbook did not appeal to students' interests. In this respect, Tomlinson (1998) emphasizes that learner's curiosity, interest and attention should be drawn through variety (e.g. breaking up the monotony with an unexpected activity), attractive presentation and appealing content.

As it clearly revealed in table 4 item 14, the respondents were asked to reflect their perception whether the reading tasks encourage learners to apply what they learned in the classroom to the real world. In response to this, the majority of the students (56%), teachers (61%) and external evaluators (66%) revealed that the reading task encourage learners to apply what they learned in the classroom to the real world.

As this questionnaire result showed, most of the respondents said that the reading tasks in the textbook encourage learners to apply what they learnt in the classroom to the real world. The internal inspection of reading tasks revealed that there are some tasks in the textbook which inspire learners to employ the reading skills they get from the tasks to their future studies.

4.6. Reading task procedure

The table is about the procedure employed in reading task whether it is easy to follow or it moves from simple to complex. It was measured through 5 items in the students', teachers' and external evaluators' questionnaire and the responses are presented in Table 5.

Table 5: Respondents' perceptions on the procedures of reading tasks

No	Item	Respondents		1	2	3	4	5	Total
15	The procedure which is employed in the task is easy to follow.	Students	F	19	25	27	56	38	165
			%	11.5	15.15	16.4	33.9	23	100
		Teachers	F	2	4	0	7	3	16
			%	12.5	25	0	43.75	18.75	100
		External evaluators	F	1	1	0	4	0	6
			%	16.7	16.7	0	66.7	0	100
16	The reading tasks can be modified or adapted to make them more appropriate.	Students	F	24	28	25	61	27	165
			%	14.5	17	15.15	37	16.4	100
		Teachers	F	3	7	1	1	4	16
			%	18.75	43.75	6.25	6,25	25	100
		External evaluators	F	0	4	0	2	0	6
			%	0	66.7	0	33.3	0	100
17	The tasks are designed in a way which will allow learners to communicate and cooperate in groups.	Students	F	22	29	16	54	44	165
			%	13.3	17.6	9.7	32.7	26.7	100
		Teachers	F	1	3	1	8	3	16
			%	6,25	18.75	6.25	50	18.75	100
		External evaluators	F	0	2	0	3	1	6
			%	0	33.3	0	50	16.7	100
18	The reading tasks focus on meaning rather than forms.	Students	F	25	34	18	69	19	165
			%	11.15	20.6	10.9	41.8	11.55	100
		Teachers	F	3	2	2	7	2	16
			%	18.75	12.5	12.5	43.75	12.5	100
		External evaluators	F	0	1	1	4	0	6
			%	0	16.7	16.7	66.7	0	100

19	The reading tasks and activities move from simple to complex.	Students	F	22	23	13	61	46	165
			%	13.3	13.9	7.9	37	27.9	100
		Teachers	F	2	1	2	7	4	16
			%	12.5	6.25	12.5	43.75	25	100
		External evaluators	F	0	2	0	3	1	6
			%	0%	33.3	0	50	16.7	100

As shown in table 5 item 15, respondents were asked about the procedure which is employed in the reading tasks whether it is easy to follow or not. Accordingly, 56% of the students, 62% of the teachers and 66 % of external evaluators confirmed that the procedure which is employed in reading tasks is clear to learners. However, as indicated in table 5 item 16, more than half of the students (53%) stated that the reading tasks can be modified or adapted to make them more appropriate. On the other hand, 61% of the teachers and 66% of external evaluators responded that the reading task is not apt for modification and adaption.

In general one can conclude from item 15 that most of the respondents believed the reading tasks in the textbook are presented in a clear procedure. This generally shoes that learners do not encounter any problem in executing the tasks.

As can be seen from item 16, there is relatively a significant difference in the responses of the students and teachers. It is possible to say from the majority point of view that the reading tasks in the textbook are not suitable for modification and adaptation.

As it is clearly revealed in table 5 item 17, respondents were asked to identify whether the reading tasks are designed in a way which will allow learners to communicate and cooperate in groups. As a reaction, the majority of students (59%), teachers (68%) and external evaluators (66) stated the reading tasks seem ineffective for learning reading skills in groups.

In addition, in table 5 in item 18, respondents were requested whether the reading tasks focuses on form or meaning. In response to this, the majority of students (53%), teachers (56%) and external evaluators (66%) believed that the reading task focuses on meaning rather than form.

Regarding the procedure, 64% of the students, 68% of the teachers and 66% of external evaluators revealed that the task moves from simple to complex.

As it can be observed from the above data, the majority of the respondents stated that the tasks do not allow students to learn reading skill in cooperation. This could happen since the reading tasks do not include different tasks which help students to learn in groups. Therefore, the absence of adequate and cooperative reading tasks in the textbook will affect learners' academic reading skills. To continue with the result most of the teachers, students and external evaluators believed that the reading tasks in the textbook focuses on meaning rather than forms. Moreover, with respect to the procedure, the majority of the respondents revealed that the textbook encompasses tasks which move from simple to complex.

4.7. Roles and setting of reading tasks

This table is about the roles of learners and teachers in the reading tasks and about setting mentioned in the task. It was measured through 3 items in the students', teachers' and external evaluators' questionnaire and the responses are presented in Table 6.

Table 6: Respondents' perception on the roles and setting of reading tasks

No	Items	Respondents		1	2	3	4	5	Total
20	The roles of the students are stated precisely or clearly.	Students	F	22	28	18	63	34	165
			%	13.3	17	10.9	38.2	20.6	100
		Teachers	F	0	3	1	9	3	16
			%	0	18.75	6.25	56.25	18.75	100
		External evaluator	F	0	1	0	4	1	6
			%	0	6.25	0	66.7	16.7	100
21	The setting, which is stated in the reading task, is confined to the classroom.	Students	F	25	24	22	59	35	165
			%	15.15	8.5	13.3	35.8	21.2	100
		Teachers	F	2	3	2	6	3	16
			%	12.5	18.75	12.5	37.5	18.5	100
		External evaluator	F	1	1	0	4	0	6
			%	16.7	16.7	0	66.7	0	100

22	The reading tasks are balanced between individual response, pair work and group work.	Students	F	17	30	22	62	34	165
			%	10.3	18.2	13.3	37.6	20.6	100
		Teachers	F	1	4	2	7	2	16
			%	6.25	25	12.5	43.75	12.5	100
		External evaluator	F	0	2	0	3	1	6
			%	0	33.3	0	50	16.5	100

As indicated in table 6 item 20, the majority of the students (58%), teachers (74%) and external evaluators (82%) revealed that the role of the students and teachers are stated precisely in the reading tasks. Regarding the setting of the task, as depicted in table 6 item 21, more than half of students (56%), teachers (55%) and the majority of external evaluators (66%) claimed that the reading tasks are confined in the classroom. In addition, in table 6 item 22, respondents were asked if the reading tasks are balanced between individual response, pair work and group work. In response to this, 57% of the students, 55% of the teachers and 66% external evaluators stated that the textbook contains tasks which are not balanced in individual response, pair work and group works.

As it can be understood from item 20 most of the respondents depicted that the role of the students and the teacher are stated precisely. It is vivid that student are expected to play in carrying out learning tasks and contribute to the teaching learning process. To engage learners in teaching learning process students' role should be stated properly.

Regarding the setting of the reading task, as shown in item 21, most of the respondents believed that the reading tasks are confined to the classroom which refers to the classroom arrangement which is specified in the task. To continue with the result, most of the participant found the reading tasks effective because they contain activities that encourage learners to operate in all equally.

4.8. The promotion of reading tasks for genuine communication

The table is about whether the reading tasks promote a genuine communicative interaction among learners. It was measured through 2 items in the students', teachers' and external evaluators' questionnaire and the responses are presented in Table 7.

Table 7: Respondents' perceptions on the promotion of reading tasks for genuine communication

No	Items	Respondents		1	2	3	4	5	Total
23	The reading tasks promote genuine communicative interaction among students.	Students	F	21	29	14	59	42	165
			%	12.7	17.6	8.5	35.8	25.5	100
		Teachers	F	2	8	0	5	1	16
			%	12.5	50	0	31.25	6.25	100
		External evaluators	F	0	4	0	2	0	6
			%	0	66.7	0	33.3	0	100
24	The reading tasks include pre-reading 'while reading and post-reading skills.	Students	F	23	29	10	67	36	165
			%	13.9	17.6	6.1	40.6	21.8	100
		Teachers	F	4	7	1	4	0	16
			%	25	43.75	6.25	25	0	100
		External evaluators	F	2	3	0	1	0	6
			%	33.3	50	0	16.7	0	100

As indicated in table 7 item 23, 61% of the students revealed that the reading tasks promote genuine communication interaction among learners. Whereas, 62% of teachers and 66% of external evaluators stated that the tasks are not suitable for genuine interaction. Regarding pre-reading, while-reading and post-reading tasks, the majority of the learners (61%) indicated that the reading tasks incorporate all three activities. In contrast, the majority of teachers (68%) and external evaluators (83%) believed that the incorporation of pre-reading, while-reading and post-reading tasks in the textbook are not adequate.

With regard to the suitability of reading task for genuine communication, there is a significant difference in the response of the participants. The majority of the students stated that the reading tasks have included pre-reading, while-reading and post- reading activities and these activities help them to make genuine interaction, whereas teachers and external evaluators did not believe the reading tasks are suitable for genuine communication and possess a variety of reading activities. For example, in Unit 2 on page 45 and Unit 5 on page 126 some of the reading comprehension pre-reading, post-reading activities are provided. Though there are some pre-reading, post-reading activities in the textbook, most of them are not designed to foster genuine and meaningful communication. The quality of the textbook is determined by the availability and distribution of variety of learning tasks in the material. Learning tasks are crucial through which learners increase their languages skill. Thus, textbook should offer meaningful reading tasks that inspire learners to use target language for genuine communication.

4.9. Grading and integrating of reading tasks

The table is about the grading and integration of the reading tasks. It was measured through 4 items in the students', teachers' and external evaluators' questionnaire and the responses are presented in Table 8.

Table 8: Respondents' perceptions on the grading and integrating of reading tasks

No	Items	Respondents		1	2	3	4	5	Total
25	The reading task exhibits the task continuity principle which is the successful completion of prior activities is prerequisite for succeeding ones.	Students	F	0	30	33	74	28	165
			%	0	18.2	20	44.8	17	100
		Teachers	F	1	3	2	8	2	16
			%	6.25	18.75	12.5	50	12.5	100
		External evaluators	F	0	1	0	3	2	6
			%	0	16.7	0	50	33.3	100
26	Some micro skills (speaking, writing, and listening) are integrated in to the sequence of	Students	F	16	29	15	57	48	165
			%	9.7	17.6	9.1	34.6	29.1	100
		Teachers	F	1	4	2	7	2	16

	the task.		%	6.25	25	12.5	43.75	12.5	100
		External evaluators	F	0	0	0	4	2	6
			%	0	0	0	66.7	33.3	100
27	The reading tasks are graded efficiently	Students	F	39	55	23	29	19	165
			%	23.6	33.3	13.9	17.6	11.5	100
		Teachers	F	0	2	3	9	2	16
			%	0	12.5	18.75	56.25	12.5	100
		External evaluators	F	0	1	0	4	1	6
			%	0	16.7	0	66.7	16.7	100
28	The reading tasks help learners to develop their own learning strategies to enhance reading skill.	Students	F	22	33	14	56	40	165
			%	13.3	20	8.5	33.9	24.2	100
		Teachers	F	0	2	2	10	2	16
			%	0	12.5	12.5	62.5	12.5	100
		External evaluators	F	0	2	0	4	0	6
			%	0	33.3	0	66.7	0	100

As shown in table 8 item 25, respondents were asked about task continuity principles. In response to this, the majority of students (61%), teachers (62%) and external evaluators (66%) stated that most of the reading tasks adhere to task continuity principle which shows the successful completion of prior activities is prerequisite for succeeding ones.

Regarding the task continuity principle, most of the respondents find the reading tasks effective in fulfilling task continuity principles. The close inspection of the tasks revealed that most of the reading tasks are arranged together to form a sequence, in which the successful completion of prior activities is a prerequisite for succeeding ones. For example, most of the reading passages in the textbook are coherent. In contrary, not the entire reading task fulfills the task continuity principles which demand all tasks to undergo in processing, production and interaction stages.

As shown in table 8 items 26, the majority of the students (63%), teachers (55%) and all of external evaluators agreed that some skills like speaking, writing and listening are integrated in the sequence of the reading tasks. With respect to the sequence of the tasks, as stated in table 8 item 27, more than half of the students (58%) depicted that the reading tasks are not sequenced

well. However, the majority of teachers (68%) and external evaluators (82%) expressed their consent on the successful grading of reading tasks.

Regarding the integration of reading skill with other skills like speaking, writing and listening in reading task, most of the respondent revealed that the reading tasks are integrated well and it treats all other skills. According to Nunnan (2001) the topic approach integrates the four language skills. The close inspection of the task revealed that most of the passage has content based units in which topics are taken from other subjects areas. Hence, this helps the task to incorporate other language skills in the reading tasks.

Regarding the learning strategies, as it is stated in table 8 item 28, more than of the students (57%) stated that the reading tasks do not assist them to develop their own learning strategies to develop reading skills. In contrary, 75% of teachers and 66% of external evaluators argued that the reading task encourage learners to apply their own learning strategies in increasing academic reading skill.

From the above data one can see differences in the response of students and teachers in the learning strategies. Most of the learners did not believe the reading task acquaint them with techniques of reading strategies which help them develop their academic reading skill. On the other hand, most of the teachers and external evaluators find the reading task suitable for acquainting reading strategies for learners.

4.10. Evaluations and assessments of reading tasks

The table is about the evaluation and assessment of the reading tasks. It was measured through 2 items in the students', teachers' and external evaluators' questionnaire and the responses are presented in Table 9.

Table 9: Respondents' perceptions on the evaluations and assessments of reading tasks

No	Items	Respondents		1	2	3	4	5	Total
29	Evaluation schemes are clearly stated to determine	Students	F	15	40	25	59	26	165
			%	9.1	24.2	15.15	35.75	15.75	100

	how successfully the learners have performed the reading task.	Teachers	F	3	6	2	2	3	16
			%	18.75	37.5	12.5	12.5	18.75	100
		External evaluators	F	1	3	0	1	1	6
			%	16.7	50	0	16.7	16.7	100
30	The reading tasks in the textbook help students evaluate what they have learnt.	Students	F	16	22	12	63	52	165
			%	9.7	13.3	7.3	38.2	31.5	100
		Teachers	F	2	7	1	2	3	16
			%	12.5	43.75	6.25	12.5	18.75	100%
		External evaluators	F	0	4	0	2	0	6
			%	0	66.7	0	33.3	0	100

As shown in table 9 item 29, half of the students (50%) claimed that an evaluation schemes are clearly stated to determine how successfully they have performed in the reading task. In contrast, 56% of teachers and 66% of external evaluators revealed that the method of evaluation in the reading task is not illustrated properly. In addition, respondents were asked to identify whether the reading tasks in the text book help students evaluate what they have learnt. In response to this, the majority of the students (69%) believed that the reading tasks help them evaluate what they have learnt. On the other hand, most of the students (55%) and external evaluators (66%) did not believe that reading tasks assist of learners evaluate what they have learnt.

As we can see from the above table, the result revealed that most of the students agreed that the evaluation schemes are clearly stated in the reading tasks. On the other hand, the teachers and external evaluators seemed to be unhappy because there is no adequate evaluation method stated in the reading task. Moreover, neither the teacher nor the external evaluators agreed that the reading task in the textbook help students evaluate what they have learnt.

4.11. Relation of reading task with academic reading needs

The table is about the evaluation and assessment of the reading tasks. It was measured through 2 items in the students', teachers' and external evaluators' questionnaire and the responses are presented in Table

Table 10: Respondents' perceptions on the relation of reading tasks to academic reading needs

No	Items	Respondents		1	2	3	4	5	Total
31	The reading tasks helps learners to acquire academic reading skills (e.g, predicting, skimming, scanning, summarizing, paraphrasing, inference, synthesizing, understanding the main idea, guessing meaning from context, analyzing).	Teachers	F	19	25	27	56	38	165
			%	11.5	15.15	16.4	33.9	23	100
		Students	F	2	7	0	4	3	16
			%	12.5	43.75	0	25%	18.75	100
		External evaluators	F	1	4	0	1	0	6
			%	16.7	66.7	0	16.7	0	100
32	The reading tasks oblige students to read for different purposes (e.g., read for searching information, read to learn information, read to evaluate, and read to synthesize)	Students	F	24	61	25	28	27	165
			%	14.5	37	15.15	17	16.4	100
		Teachers	F	4	7	1	3	1	16
			%	25	43.75	6.25	18.75	6.25	100
		External evaluators	F	2	4	0	0	0	6
			%	33.3	66.7	0	0	0	100

Based on table 10 items, 31 the majority of the students (56%) believed that the reading tasks assist them to acquire academic reading skills like predicting, summarizing, scanning paraphrasing etc. However, more than half of the teachers (55%) and the majority of external evaluators (82%) revealed that the reading tasks do not help learners to possess academic reading strategies.

As depicted in table 10 item 32, respondents were asked to identify whether the reading tasks inspires students to read for different purposes. In response to this, 51% of the students, 68 % of the teachers and all of external evaluators pointed out that the reading tasks do not expose learners to different purpose of academic reading like reading to evaluate texts and to analyze texts.

As we can see from the above table, the result revealed that most of the students believed that the textbook help them to develop academic reading skills, whereas most of the teachers and external evaluators did not find the reading task conducive for students academic reading achievement. In this regard, Anderson (1999), as cited in Duygu (2012), suggested that a good reading textbook should cover vital components of academic reading skill instruction so, addressing skills, such as synthesizing, analyzing, scanning and skimming skills are important.

4.12. Analysis of Sample Units (Unit 1, 4, 7, 10)

Four units were selected randomly from the textbook books. These are Unit 1, Unit 4, unit 7 and unit 10. The results of analysis for the selected units are presented under different headings as follow:

Section 1: The Goals and Rationales of reading tasks

As most of the students, teachers and external evaluators demonstrated the goal of the reading tasks are not stated vividly. Similarly, in close inspection of the tasks, it is found out that the goals are not stated precisely to learners to teachers. Even though the goal is not stated in the reading tasks, it can be inferred from the course of the task itself. In this regard Nunnan (2001) stated that goals are the vague general intention beyond any learning task. And it gives links between the task and the curriculum, and relates a range of general outcome (communicative, affective or cognitive) or directly describes learners of teacher's behavior. Moreover, the reading goals may not always be directly stated but it can be understood from the task itself.

As a result, the goals of the reading tasks are stated in most units. For example, in the sample unit there are different questions which ask students to share their opinions. For example, in unit one there is a question which says "what is your opinion about the goal of African Union?," from this it can be conclude that the goal of the reading task is to establish and maintain interpersonal relationship and through this to exchange information, ideas or opinion. In addition in Unit, 10 in page 110, the goal is to develop student interpersonal skills and to develop learners

speaking skill. Moreover, in Unit 4 the goal of the task seems to be stated vividly by developing learner's academic reading skills.

Section 2: The inputs of reading tasks

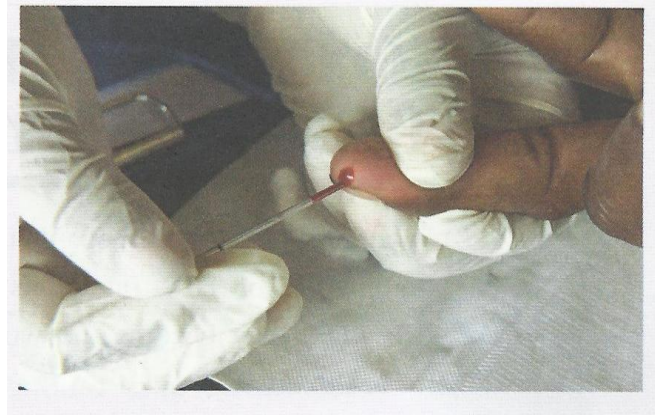
The content of the reading text in Unit 1 is about the African Union, Unit 4 is about HIV and AIDS, Unit 7 is about weather and climate change and Unit 10 is about poverty and development. The researcher believed that all topics in the sample units are familiar to the learners.

The content of the first passage is not culturally specific. In contrary, texts which are found in unit four, seven and the ten treat global issues. These topics are enjoyable and helpful in expanding students' experience as well as language learning. However, in looking at the difficulty level of reading passages appeared to be a negative factor that hinders the students from doing the related activities and exercises aiming to improve their reading skill. This comment seems to be in line with Cunningsworth's (1995). He stated that the authors should check if the reading passages are of real interest and need of the learner as authentic as possible considering the level, well-presented and purposeful activities which help the learning process. It can be concluded that the sample units do not provide the particular group of learners with efficient reading text and activities that are appropriate to their needs and interest.

There is an assumption that the topics which are up to date and related to the learner's daily lives are believed to be interesting for the learners. For example, Cunningsworth (1995) stated that the textbooks must include subject-matter and topics of the area of interest as part of real life. They should include topics that will draw their attraction and inform learners at the same time. He concludes that course materials that fail to cover relevant and interesting topics are in danger of losing the attention of its users. Therefore, as it is observed from the sample units, the topics are familiar to the learners. Students had prior knowledge in each of the topics from other subjects. This can increase student's participation in accomplishing the tasks.

With respect to the relevance of visuals to the reading text, all participants believed that the reading tasks in the textbook do not provide enough visuals, photographs. The researcher also did not believe the textbook possesses adequate authentic materials which are supported by

visuals. But some authentic pictures are used in Units: 1 and 4, which make the task more tangible and authentic to the learners. The following are two examples of authentic pictures in Units 1 and 4 respectively.



As a matter of fact pictures and other visual materials are important as they assist students with learning and understanding the content. This goes with Griffiths (1995) who points out that pictures and other visual materials can activate students' prior knowledge. Students usually react more favorably to bright, colorful, interesting well-illustrated material. Though the use of such visuals in the reading task is important to increase learners' interest in acquiring reading skills, it is not enough. For example, in Unit 7 the picture which is included is not colorful and attractive. Therefore, it does not inspire learners' interest in executing the task.

With respect to the difficulty of reading tasks and texts to the learners, most of the respondents were dissatisfied because the text and reading tasks in the textbook was not appropriate for the level of grade 11 students. This might be due to the fact that the reading texts included too many unknown words and complex sentence structures. As stated by Cunningsworth (1995), it should be checked whether the course book deals appropriately with all for skills, taking the language level into consideration. He also adds that there should be a suitable balance between skills and indicates that the reading passages and associated activities should be suitable for the language level of the students. This further implies that the language background of the students for whom the materials are intended is quite important.

Section 3: The Procedure used in the reading tasks

In all units the procedure which are employed in the reading tasks are easy to follow. For example, the tasks, which are found in Unit One, begins with a simple comprehension activity by asking learners to look the new flag of African Union without demanding or expecting students to make verbal response. Then, it moves to productive stages where the students are asked to provide meaningful response. In the end it moves to an interactive stage where they are asked to reflect their view about the goal of African union. Besides, the inspection revealed that learners are aware of what they are doing in most of the tasks.

Moreover, in Unit 4, the procedure used in the reading task is unambiguous in terms of instruction used in the reading task. Here are some examples of instructions used in the reading tasks in the textbook:

- Look these believes about HIV/Aids. Discuss which of them myths are.
- Read these rebuttals of the myths. Mach each one to the relevant myth listed above.
- Work in small group. Look back at the list of myths. Discuss the following.
- Find words in the paragraph above with these meanings.

As can be seen from the above procedure, it is possible to say that students will not find the procedure difficult because the instruction which used in the sample unit seems easy to follow.

As to the suitability of reading task for modification and adoption, all the participants expressed their discontentment. Similarly, it is observed that most of the samples reading exercise are neither conducive for adaption nor suitable for modification.

Section 4: The Roles and setting of the reading tasks

Regarding the roles and setting of the reading task, most of the participant revealed that it has been stated clearly to the learners. This has been made clear with providing a clear instruction in most of the task. Learners are conscious about what cloud be their role in pre-reading and post-reading tasks. This helps learners to participate in the course of the task meaningfully. But, there are some tasks which do not show precisely what learners

are expected to do in the course of the activity. For example, in Unit 10 in the passage entitled, “The Miracle on the Han River,” the role of learners are not stated properly.

It is also possible to identify the settings of the reading activity from the task itself. Thus, the setting is confined in the classroom. Similarly the reading task in some of the sample unit except Unit 10 incorporated a variety of activities that engage students in communication in the classroom in groups, in pairs. For instance, in Unit 4 students are asked to reflect their view or beliefs about HIV/AIDS. Moreover, in Unit 7 the reading task makes students work in pair or group to reflect their view on the weather and climate change which help students to use the target language meaningfully.

Section 5: Implementation of reading tasks

As it clearly stated by respondents the reading tasks in the textbook do not adequately incorporate tasks that allow students to engage themselves in genuine communication using the target language. In this aspect, Grant (1987) highly emphasizes the “communicative aspect” of the textbooks and indicates that the students should be able to communicate in language as a result of using the textbook. Also, Skierso (1991) suggests that textbooks should provide meaningful communication through communicative tasks. Similarly, in examining the sample units it can be said that the reading tasks do not possess enough activities which allow students to interact meaningfully.

The pre-reading activities are provided in most of the reading tasks except Unit 10. Indeed having more prior knowledge generally aids comprehension and helps students to understand the text better. As Grabe (1997), cited in Hamidur (2004), stated when readers have sufficient knowledge of a given text, they discover their own strategies to understand the meaning of text. And it also assists the learners to develop their reading strategies such as prediction and prior knowledge that help them to comprehend the reading comprehensions. As a result, the students could be motivated to engage themselves in the reading activities.

The following is an example of an exercise that matches this criterion:

For example: Unit One

Reading: The African Union

1. With a partner look at the new flag of African Union. The flag has a green background, a white sun and gold stars. Each of these has a special significance. Which do you think represents:
 - A. the member states of the Africa Union
 - B. the hope of Africa
 - C. Africa's bright future

As it is shown above in the pre-reading tasks, students are going to talk about what the color of African Union flag represent. This activity helps students to understand the text better and it provides background knowledge about the kind of passage they are about to read.

As to skimming and scanning question is concerned, there are no variety of exercises that enable the learners practice the skimming and scanning techniques. For instance, in all the sample units, in the reading sections it is observed that the skimming and scanning activities are not included adequately. Skimming and scanning are useful strategies for learners to operate the text.

In the while reading stage, the tasks found in the sample units are not adequate. In contrary, post reading activities are included in all of the sample units. In carrying out such stages of reading tasks, students are encouraged in integrating the reading with other language skills. Indeed Grellet (1981) suggests that reading comprehension should not be separated from other skills. The integration of the skills seems to occur naturally. The following are some examples of exercises that match different criteria in this domain: For instance, some of the sample units in post reading activities incorporate question that encourages learners to practice academic reading skills and the task also integrates other skills.

Example Unit One

Write short summery

1. Read the text below and take notes on the main points in your table.
2. Write a summary of the information in the text in this way.
 - A. Using the information in your table only, write up your notes in to sentences.

B. Write your sentences under the same headings and using the same numberings as in the table.

As it is shown in the sample unit, students are required to write the summary in the workbook. In addition, students are required to write their own notes using the information they get from the summary. Therefore, the reading task which is presented here integrates other language skills like writing and it acquaint learners with academic reading skill as well.

Similarly, there are question in Unit 4 which asks learners to make a summary and prepare a short presentation. Besides, in Unit 7 learners are asked in post- reading question to extract topic sentence and supporting details from the text. And finally they are requested to write their own texts using the information in their note. Therefore, it is possible to say most of the post-reading tasks in the textbook integrate other languages skill.

Section 6: Integration and grading of the reading tasks

The results of analyses revealed that the textbook is very effective in terms of integration and grading of reading tasks. While the students expressed negative impression about the integration and the grading of reading tasks and activities, teachers and external evaluators agreed that the tasks and activities were organized in a clear and logical sequence. This might imply that the students might not very much aware of the organization and grading of the materials. This revealed the necessity of informing and orienting the students about the organization and linkage of the materials in the textbook. In this regard the researcher has also agreed that all of the reading tasks are well sequenced and graded. Breen and Candlin (1987) points out that the selection and organization of content in the materials is quite important. They stressed that organization of the materials should be done in such a way that learners can work on them and internalize the content. Materials should be organized for simple and familiar ‘thing’ to more complex and ‘less familiar’.

Moreover, as it is observed in all the sample units, some of language skills like writing and speaking were presented in an integrated way in the reading tasks. As it is stated in the literature, integration of skills is essential in a sense that it can enable students to gain a deeper

understanding of how communication works in the foreign languages as well as becoming more motivated when they see the value of performing tasks and activities in the class. (Mc Donough and Shaw, 1993)

With respect to the acquaintance of learners to reading strategies, most of the respondents agreed that the reading tasks are helpful in this respect. However, in close inspection of the reading tasks, it is observed that, in most of the sample units, learners are not encouraged to employ different strategies to develop their academic reading skills. But in some of sample units learners are initiated to adopt different techniques of reading strategies. For instance, in Unit 10, there are some question which are meant to assess learners attitude to reading, to check their reading speed, to set reading goals and to check their progress what they make in each reading activity. It is vivid that the incorporation of such learning strategies in the reading task improves learner's future reading skills.

Section 7: Assessment and evaluation of reading tasks

Regarding the assessment and evaluation, most of the student agreed that the activities in the textbook helped them evaluate what they had learned, teachers and external evaluators , on the other hand, indicated that some of the reading tasks in the textbook were not useful in that sense. Thus, this is not parallel to the fact that the textbooks should enable learners to judge how well they performed which requires learners to monitor their own progress.

Similarly, in Unit 4 on page 119 and Unit 7 in page 197 there are some reading tasks which are included to help learners check how well they have performed in learning the reading skills. But, in the rest of the units learners have not been exposed to techniques that help them explore their progress in developing academic reading skills.

Section 8: The reading tasks in relation to academic reading needs

In Unit 1, a variety of note making and summary practices have been presented. For instance, the students are expected to summarize some texts using tables. Similarly, in unit seven students are acquainted with tasks like identifying topics supporting details from the texts and summarizing

texts which are crucial to develop academic reading skills. However, in most of the units the reading tasks do not incorporate activities which develop academic reading skills.

Regarding to students academic reading needs Anderson (1999), as cited in Duygu (2003), stated that the activity should involve tasks which help learners to recognize patterns of structure and organization, and use appropriate strategies to meet particular goals. It also should include adjusting reading rate, skim parts of a text, formulate questions, use word formation to guess word meanings, take notes, and summarize information. In close inspection of the tasks it is observed that most of the tasks do not expose learners' activities which are stated above.

Moreover, the reading tasks in the sample units do not acquaint learners with intensive reading skills (e.g., reading and writing about a subject; selecting, connecting, and explaining information; analyzing, synthesizing, and inferring from information; hypothesizing and predicting; formulating and asking questions; understanding and producing technical vocabulary and text features according to content areas) which are vital to develop learners academic reading skills. Intensive reading is vital in the sense that what students learn explicitly can help them during out-of-class readings. In addition the reading tasks do not encourage learners to practice extensive reading which engages learners to read large amounts of text for general comprehension.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

The main objectives of this study, as stated in chapter one is to evaluate English reading task of grade 11 textbook in relation to students future academic reading need. More specifically, the study attempted to:

- investigate if the goal of reading tasks is clear to learners and teachers;
- investigate whether the input used in the reading task is appropriate to achieve academic reading skills;
- find out if the reading tasks are sequenced and integrated properly;
- identify whether the reading task address learner's interest;
- investigate whether the role of the learners or teachers are stated clearly in the reading task.

In the study, a close cooperation was made between students, teachers, external evaluators and the researcher in evaluating English reading task of grade 11 textbook in relation to students future academic reading need, so the result obtained from the study confirmed that the textbooks have problems of various kinds. Based on the analysis of the data obtained through various tools, the following conclusions have been made.

- It is found out that most of the reading tasks do not possess goals which are clear to learners and the teachers though it is believed that the goal of the task can be inferred from the task itself.
- The grade 11 textbook does not contain good reading tasks that cater for the future academic reading needs of learners. Most of the reading task in the textbook focuses on the sub-skills of reading such as scanning, skimming, predicting, summarizing and

reading for specific information. But it does not expose students higher order skills such as distinguishing facts and opinions, recognizing bias, finding out author's attitude, tone and mood, critical evaluation are not covered in the textbook which are crucial to develop their academic reading skills. In other words, opportunities for the practice of the sub-skills of reading are not adequate.

- One of the major finding of the study was that most of the reading tasks are not compatible with learner's interest and desire to learn English and they do not increase the students' participation in the lesson. This happened due to the fact that the reading tasks do not adequately incorporate various tasks which are crucial to increase and maintain interest level of the learners throughout the tasks. In addition, the reading tasks do not possess sufficient authentic material and visuals that provide the learners with the opportunities to practice the target language used in daily communication.
- One conclusion that can be drawn from the study is that the difficulty level of reading passages appeared to be a negative factor that hinders the students from doing the related tasks aiming to improve their future academic reading skills. This might be due to the fact that the reading texts included too many unknown words and complex sentence structures.
- Concerning students and teachers' roles in the reading tasks, the result of the study revealed that most of the reading tasks have incorporated learners and teachers role in the task, and they also indicate what they should do in the course of the tasks. However, some of the reading tasks do not possess the role of learners and teachers.
- Concerning the procedure and integration of the reading tasks, the study revealed that most of the reading tasks in the textbook are very effective in terms of procedure and integration of reading tasks.
- In most of the reading activities, there are no any schemes which are given to learners to assess or evaluate their progress in achieving academic reading skill.

Despite the above short comings, the reading task in grade eleven textbook have also some strong sides. For instance, the procedures which are employed in the reading task are vivid to learners; the reading tasks are also well sequenced and graded.

5.2. Recommendation

Textbook has a vital role in English language teaching and learning situation in Ethiopia. In all of the regions in preparatory schools this textbook is a major source for effective language teaching. On the other hand most of problems for acquiring ineffective academic reading can be caused by textbook selection process. So in the light of the findings obtained from the study the following recommendation can be drawn:

- As result of this study, it is verified that the reading tasks do not include tasks which are clear to the learners and teachers. This implies that syllabus designers and material developers should consider the inclusion of goals in the reading tasks while designing syllabus and writing the materials.
- The grade 11 textbook does not contain good reading tasks that cater for the future academic reading needs of learners. Therefore, syllabus designers and material developers should incorporate adequate reading tasks such as predicting, using contextual clues, guessing word meaning, interpreting texts, evaluating a text critically, recognizing the author's position, distinguishing between facts and opinions, understanding author's tone, mood and attitude, etc that help learners develop their future academic reading skills.
- It is of vital importance to provide learners with reading materials and tasks that are appropriate for their needs and interests. Materials developers and designers should make sure that the reading task and passages in the textbook appeal to the interest of the particular age group on the whole.

- It is essential to consider the level of the reading text in the textbook according to the level of the students. It is obvious that the textbook should incorporate reading texts and tasks which are not beyond learners' level. Therefore, the material developers should consider the appropriateness of the reading texts and the tasks to the level of the students in order to avoid any negative attitudes towards the course as a result of using a textbook above their level.
- It is of crucial importance to include the role of the learners and students in the course of the tasks. Therefore, the syllabus designers and material writers should state clearly what kind of role learners and teachers should have in all the reading tasks.
- It is also essential to include some assessment techniques in the reading tasks that help learners identify their growth in academic reading skill. As the result of the study, it is revealed that the reading task do not provide any schemes for checking their progress in academic reading skills. This shows that the material writers should consider the incorporation of tasks that help learners identify their success in academic reading skill.
- It is necessary to conduct a detailed needs analysis from the teachers and students and consider the results in designing, preparing the textbooks. Additionally, it would be the responsibility of the materials developers and syllabus and curriculum designers in the Ministry of Education and other pedagogical experts to revise the current reading tasks in textbook based on the findings stated above.

5. 3. Implications for Further Studies

- Finally, the present study was conducted to evaluate the reading tasks of grade 11 textbook. The participants of this study were taken from one sample school. The results need to be verified with a larger group of teachers, learners from different regions of the country and with inclusion of experts in the study.

- Furthermore, in this study micro evaluation of a textbook was done. It is necessary to complement this study with a macro evaluation study. A combination of both macro and micro evaluation studies will provide extensive feedback and help to identify both weaknesses and strengths of the materials concerned. Thus, it is advisable for any interested future researcher to evaluate the textbook in both micro and macro level.

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APPENDIX – I

Students' Questionnaire

Adama Science and Technology University School of Humanities and Law

Department of English Postgraduate Program

Dear Student,

The questionnaire is designed to collect helpful data for a postgraduate study on an evaluation of preparatory school (grade 11) English reading tasks in relation to student's academic reading need. You are an important source or you have first hand information since you have learnt the material in your English language learning class.

Therefore, I trust you that you will fill the questionnaire honestly and truthfully.

I would like to assure you that any information you provide in this questionnaire will be kept strictly confidentially.

Thank you for spending your precious time and invaluable effort to fill in the questionnaire.

Part I: Students' Questionnaire

Show your opinion or evaluation or decision by putting a tick mark (✓) in the column of your choice or that represents your opinion.

1= strongly disagree, 2= disagree 3= undecided 4= agree 5= strongly agree

No	Goals And Rationales of reading tasks	1	2	3	4	5
1	The goal or goals of the reading task are clear to the teacher and to the students.					
2	The reading tasks have achievable goals and take in to consideration learners capabilities.					
	Objectives found in the reading tasks					

3	Objectives are provided in all reading tasks in the textbook.					
4	The objectives of the reading tasks are clear and precise for the learners.					
Language Input used in the reading tasks						
5	The reading tasks and passage is appropriate to achieve academic reading skill.					
6	The reading task and passages are taken from authentic material or from real language situation.					
7	The reading passages in the text book are quite long.					
8	The passages in the text book are difficult for grade eleven students.					
9	The reading activities and passages in the text book are related to student's daily lives.					
Consideration of reading task in raising learners interest and curiosity						
10	The reading tasks in the textbook are appropriate for learner's level.					
11	The reading tasks and exercise in the textbook increase student's participation in the lesson.					
12	The reading texts and activities in the textbook foster learner's creativity.					
13	The reading texts and activities in the text book raise students' interest and curiosity.					
14	The reading tasks encourage learners to apply what they learned in the classroom to the real world.					
Reading tasks Procedure						
15	The procedure which is employed in the task is easy to follow.					
16	The reading task can be modified or adapted to make them					

	more appropriate.					
17	The tasks are designed in a way which will allow learners to communicate and cooperate in groups					
18	The reading tasks focus on meaning rather than forms.					
19	The reading tasks and activities move from simple to complex.					
Roles And Setting of reading tasks						
20	The role of teacher and students are stated precisely or clearly.					
21	The setting, which is stated in the reading task, is confined to the classroom.					
22	The reading tasks are balanced between individual response, pair work and group work.					
The promotion of reading tasks for genuine communication						
23	The reading tasks promote genuine communicative interaction among students.					
24	The reading tasks include pre-reading 'while reading and post-reading skills.					
Grading and Integrations of reading tasks						
25	The reading task exhibits the task continuity principle which is the successful completion of prior activities is prerequisite for succeeding ones.					
26	Some micro skills (speaking, writing, and listening) are integrated in to the sequence of the task.					
27	The reading tasks are graded efficiently					
28	The reading tasks help learners to develop their own learning strategies to enhance reading skill.					
Evaluation And Assessment of reading tasks						
29	Evaluation schemes are clearly stated to determine how					

	successfully the learners have performed the reading task.					
30	The reading tasks in the textbook help students evaluate what they have learnt.					
Relation of reading task with Academic Reading needs						
31	The reading tasks helps learners to acquire reading strategies (e.g, predicting, skimming, scanning, summarizing, paraphrasing, inference, synthesizing, understanding the main idea, guessing meaning from context, analyzing).					
32	The reading tasks oblige students to read for different purposes (e.g., read for searching information, read to learn information, read to evaluate, and read to synthesize)					
33	The reading tasks are sequenced to recycle academic reading strategies.					

APPENDIX – II

Teachers' Questionnaire

Adama Science and Technology University School of Humanities and Law

Department of English Postgraduate Program

Dear Teacher:

This questionnaire is designed to collect helpful data for a postgraduate study on an evaluation of preparatory school (grade 11) English reading tasks in relation to students academic reading need. You are an important source of information since you have been using the material in your English language class. Therefore, I trust you that you will fill the questionnaire honestly and truthfully.

I would like to assure you that any information you provide in this questionnaire will be kept strictly confidentially.

Thank you for spending your precious time and invaluable effort to fill in the questionnaire.

Background Information

Sex: Male ☐ Female ☐

Qualification: **Diploma** ☐ **B. A Degree** ☐ **M.A** ☐

Experience in teaching English:

First year ☐ **2-5 years** ☐ **More than 5 years task** ☐

INSTRUCTION

To respond to this questionnaire, please put a tick mark (✓) in the appropriate choice as follows:

1= (strongly disagree) 2= (disagree) 3= (undecided) 4= (agree) 5 =(strongly agree)

No	Goals And Rationales of reading tasks	1	2	3	4	5
1	The goal or goals of the reading task are clear to the teacher and to the students.					
2	The reading tasks have achievable goals and take in to consideration learners capabilities.					
	Objectives found in the reading tasks					
3	Objectives are provided in all reading tasks in the textbook.					
4	The objectives of the reading tasks are clear and precise for the learners.					
	Language Input used in the reading tasks					
5	The reading tasks and passage is appropriate to achieve academic reading skill.					
6	The reading task and passages are taken from authentic material or from real language situation.					
7	The reading passages in the text book are quite long.					
8	The passages in the text book are difficult for grade eleven students.					
9	The reading activities and passages in the text book are related to student's daily lives.					
	Consideration of reading task in raising learners interest and curiosity					
10	The reading tasks in the textbook are appropriate for learner's level.					
11	The reading tasks and exercise in the textbook increase student's participation in the lesson.					
12	The reading texts and activities in the textbook foster learner's					

	creativity.					
13	The reading texts and activities in the text book raise students' interest and curiosity.					
14	The reading tasks encourage learners to apply what they learned in the classroom to the real world.					
Reading tasks Procedure						
15	The procedure which is employed in the task is easy to follow.					
16	The reading task can be modified or adapted to make them more appropriate.					
17	The tasks are designed in a way which will allow learners to communicate and cooperate in groups					
18	The reading tasks focus on meaning rather than forms.					
19	The reading tasks and activities move from simple to complex.					
Roles And Setting of reading tasks						
20	The role of teacher and students are stated precisely or clearly.					
21	The setting, which is stated in the reading task, is confined to the classroom.					
22	The reading tasks are balanced between individual response, pair work and group work.					
The promotion of reading tasks for genuine communication						
23	The reading tasks prompt genuine communicative interaction among students.					
24	The reading tasks include pre-reading 'while reading and post-reading skills.					
Grading and Integrations of reading tasks						
25	The reading task exhibits the task continuity principle which is the successful completion of prior activities is prerequisite for succeeding ones.					
26	Some micro skills (speaking, writing, and listening) are integrated in to the sequence of the task.					
27	The reading tasks are graded efficiently					
28	The reading tasks help learners to develop their own learning strategies to enhance reading skill.					

Evaluation And Assessment of reading tasks						
29	Evaluation schemes are clearly stated to determine how successfully the learners have performed the reading task.					
30	The reading tasks in the textbook help students evaluate what they have learnt.					
Relation of reading task with Academic Reading needs						
31	The reading tasks helps learners to acquire reading strategies (e.g, predicting, skimming, scanning, summarizing, paraphrasing, inference, synthesizing, understanding the main idea, guessing meaning from context, analyzing).					
32	The reading tasks oblige students to read for different purposes (e.g., read for searching information, read to learn information, read to evaluate, and read to synthesize)					
33	The reading tasks are sequenced to recycle academic reading strategies.					

APPENDIX – III

External Evaluators Questionnaire

Adama Science and Technology University School of Humanities and Law

Department of English Postgraduate Program

Dear Evaluators:

This questionnaire is designed to collect helpful data for a postgraduate study on an evaluation of preparatory school (grade 11) English reading tasks in relation to student's future academic

reading need. You are an important source of information since you have been using the material in your English language class. Therefore, I trust you that you will fill the questionnaire honestly and truthfully.

I would like to assure you that any information you provide in this questionnaire will be kept strictly confidentially.

Thank you for spending your precious time and invaluable effort to fill in the questionnaire.

INSTRUCTION

To respond to this questionnaire, please put a tick mark (✓) in the appropriate choice as follows:

1= (strongly disagree) 2= (disagree) 3= (undecided) 4= (agree) 5 =(strongly agree)

No	Goals And Rationales of reading tasks	1	2	3	4	5
1	The goal or goals of the reading task are clear to the teacher and to the students.					
2	The reading tasks have achievable goals and take in to consideration learners capabilities.					
	Objectives found in the reading tasks					
3	Objectives are provided in all reading tasks in the textbook.					
4	The objectives of the reading tasks are clear and precise for the learners.					
	Language Input used in the reading tasks					
5	The reading tasks and passage is appropriate to achieve academic reading skill.					
6	The reading task and passages are taken from authentic material or from real language situation.					
7	The reading passages in the text book are quite long.					

8	The passages in the text book are difficult for grade eleven students.					
9	The reading activities and passages in the text book are related to student's daily lives.					
	Consideration of reading task in raising learners interest and curiosity					
10	The reading tasks in the textbook are appropriate for learner's level.					
11	The reading tasks and exercise in the textbook increase student's participation in the lesson.					
12	The reading texts and activities in the textbook foster learner's creativity.					
13	The reading texts and activities in the text book raise students' interest and curiosity.					
14	The reading tasks encourage learners to apply what they learned in the classroom to the real world.					
Reading tasks Procedure						
15	The procedure which is employed in the task is easy to follow.					
16	The reading task can be modified or adapted to make them more appropriate.					
17	The tasks are designed in a way which will allow learners to communicate and cooperate in groups					
18	The reading tasks focus on meaning rather than forms.					
19	The reading tasks and activities move from simple to complex.					
Roles And Setting of reading tasks						
20	The role of teacher and students are stated precisely or clearly.					

21	The setting, which is stated in the reading task, is confined to the classroom.					
22	The reading tasks are balanced between individual response, pair work and group work.					
The promotion of reading tasks for genuine communication						
23	The reading tasks prompt genuine communicative interaction among students.					
24	The reading tasks include pre-reading 'while reading and post-reading skills.					
Grading and Integrations of reading tasks						
25	The reading task exhibits the task continuity principle which is the successful completion of prior activities is prerequisite for succeeding ones.					
26	Some micro skills (speaking, writing, and listening) are integrated in to the sequence of the task.					
27	The reading tasks are graded efficiently					
28	The reading tasks help learners to develop their own learning strategies to enhance reading skill.					
Evaluation And Assessment of reading tasks						
29	Evaluation schemes are clearly stated to determine how successfully the learners have performed the reading task.					
30	The reading tasks in the textbook help students evaluate what they have learnt.					
Relation of reading task with Academic Reading needs						
31	The reading tasks helps learners to acquire reading strategies (e.g, predicting, skimming, scanning, summarizing, paraphrasing, inference, synthesizing, understanding the main idea, guessing meaning from context, analyzing).					
32	The reading tasks oblige students to read for different purposes (e.g., read for searching information, read to learn					

	information, read to evaluate, and read to synthesize)					
33	The reading tasks are sequenced to recycle academic reading strategies.					

APPENDIX – IV

CHECKLISTS

A. Goals And Rationales
Are the goal or goals of the reading task are clear to the teacher and to the students?
Do the reading tasks have achievable goals and take in to consideration learners' capabilities?
Are objectives provided in all reading tasks in the textbook?
Are the objectives of the reading tasks clear and precise for the learners?
B. Input

Are the reading tasks and passage appropriate to achieve academic reading skill?
Are the reading task and passages taken from authentic material or from real language situation?
Are the reading passages in the text book quite long?
Are the passages in the text book difficult for grade eleven students?
Are the reading activities and passages in the text book related to student's daily lives?
Are the reading tasks in the textbook appropriate for learner's level?
Do the reading tasks and exercise in the textbook increase student's participation in the lesson?
Do the reading texts and activities in the text book foster learners creativity?
Do the reading texts and activities in the text book raise students' interest and curiosity?
Do the reading tasks encourage learners to apply what they learned in the classroom to the real world?
C. Procedure used in reading task
Are the procedure which is employed in the task easy to follow?
Can the reading task be modified or adapted to make them more appropriate?
Are the tasks designed in a way which will allow learners to communicate and cooperate in groups?
Do the reading tasks focus on meaning rather than forms?
Do the reading tasks and activities move from simple to complex?
D. Roles and Setting of reading tasks
Are the role of teacher and students stated precisely?
Is the setting, which is stated in the reading task, confined to the classroom?
Are the reading tasks balanced between individual response, pair work and group work?
E. The promotion of reading tasks for genuine communication
Do the activities prompt genuine communicative interaction among students?
Do the reading tasks include pre-reading 'while reading and post-reading skills?
F. Grading and Integrations of reading tasks
Do the reading tasks exhibit the task continuity principle which is the successful completion of prior activities is prerequisite for succeeding ones?
Are some micro skills (speaking, writing, and listening) integrated in to the sequence of the task?

Are the reading tasks graded efficiently?
Do the reading tasks help learners to develop their own learning strategies to enhance reading skill?
G. Evaluation And Assessment of reading tasks
Are evaluation schemes clearly stated to determine how successfully the learners have performed the reading task?
Do the reading tasks in the text book help students evaluate what they have learnt?
H. Relation of reading tasks in relation to academic reading
Do the reading tasks helps learners to acquire reading strategies like (e.g, predicting, skimming, scanning, summarizing, paraphrasing, inference, synthesizing, understanding the main idea, guessing meaning from context, analyzing)?
Do the reading tasks oblige students to read for different purposes (e.g., read for searching information, read to learn information, read to evaluate, and read to synthesize)?
Are the reading tasks sequenced to recycle academic reading strategies?