

**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF HUMANITIES, LANGUAGE STUDIES,**  
**JOURNALISM AND COMMUNICATION DEPARTMENT OF**  
**FOREIGN LANGUAGES AND LITERATURE**  
**(GRADUATE PROGRAM)**

**ANALYSIS OF READING ACTIVITIES: THE CASE OF GRADE 11**  
**TEXT BOOK.**

**BY:**

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**MAY, 2015**  
**ADDIS ABABA**

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11 TEXT BOOK.**

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**A THESIS SUBMITTED TO THE DEPARTMENT OF FOREIGN  
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(TEFL)**

**May, 2015**

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# Table of Contents

	<b>Page</b>
Acknowledgment .....	i
Table of Content .....	ii
List of Tables .....	vi
Analysis of Students Questionnaire .....	vii
Abbreviation and symbols .....	viii
Abstract .....	ix
<b>CHAPTER ONE: INTRODUCTION .....</b>	<b>1</b>
1.1 Background of the study .....	1
1.2 Statement of the Problem .....	3
1.3 Research questions .....	5
1.4 Objectives .....	5
1.4.1 General objective .....	5
1.4.2 Specific objectives .....	5
1.5 Significance of the study .....	6
1.6 Delimitation of the study .....	6
1.7 Limitation .....	7
1.8 Organization of the study.....	7
<b>CHAPTER TWO: REVIEW RELATED LITERATURE .....</b>	<b>8</b>
2.1. What is Reading? .....	8
2.2. Sub-Skills of Reading .....	10
2.3. Classroom Approaches to the Teaching of Reading .....	11
2.3.1. Stages of Reading .....	13
2.3.1.1 Pre-reading Activity .....	13
2.3.1.2 While-reading Activity .....	14
2.3.1.3 Post-reading Activities .....	15
2.4. Purpose of Reading .....	15

2.5. Reading Skills .....	17
2.6. A Basic Stages in Reading .....	19
2.7. Techniques of Reading .....	20
2.7.1. Prediction .....	21
2.7.2. Scanning .....	21
2.7.3. Skimming .....	22
2.7.4. Synthesizing .....	23
2.7.5. Inference .....	23
2.7.6. Understanding Relations with in the Sentence .....	24
2.7.7. Linking sentence and ideas .....	24
2.8. Improving Reading Skills .....	25
2.8.1. Efficient Reading .....	25
2.9. Comprehension .....	28
2.9.1. Literal comprehension .....	29
2.9.2. Critical Comprehension .....	29
2.9.3. Affective Comprehension .....	29
2.10. Basic Comprehension Skills .....	30
2.10.1. Reading at Intermediate and Advanced Level.....	30
2.11. Methods for Teaching Reading.....	31
2.11.1. Real-life Reading Skills.....	32
2.11.1.1. Reading for Gist.....	33
2.11.1.2. Reading for information .....	33
2.11.1.3. Reading for study .....	33
2.12. An Efficient Study Method : P3RU .....	34
2.13. The Purpose of Questioning .....	34
2.13.1. Forms of Questions and Brief Description .....	36
2.14. Types of Questions.....	38
<b>CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY .....</b>	<b>40</b>
3.1. The Research Design.....	40

3.2. Research setting.....	40
3.3. Sample size and Sampling Techniques .....	40
3.3.1. Sample size .....	40
3.3.1.1. Students .....	40
3.3.1.2. Teachers .....	41
3.3.2. Sampling technique.....	41
3.4. Data gathering instruments .....	41
3.4.1. Text book Analysis .....	41
3.4.2. Students Questionnaire .....	42
3.4.3. Teachers Interview .....	43
3.5. Data organization and analysis procedure .....	43
<b>CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION .....</b>	<b>44</b>
4.1 Analysis of Data from the Textbook .....	44
4.2 Data Analysis from Students' Questionnaire .....	58
4.3 Data Analysis of Teachers' Interview .....	68
<b>CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION .....</b>	<b>75</b>
5.1 Summary .....	75
5.2 Conclusion .....	76
5.3 Recommendation .....	78
REFERENCES .....	79
APPENDIX A .....	82
APPENDIX B .....	94
APPENDIX C .....	96

## **List of Tables**

	<b>Page</b>
4.1.1 Predicting Skills (guessing) .....	44
4.1.2. Reading for Over all idea/gist/ .....	45
4.1.3 Reading for Main idea .....	46
4.1.4 Reading for details .....	47
4.1.5 Reading for Specific Information (scanning) .....	48
4.1.6 Reading for Inferences .....	50
4.1.7 Reading for References .....	51
4.1.8 Word-attack Skills .....	53
4.1.9 Information Transfer Skill .....	54
4.1.10 Distinguishing Facts from Opinion .....	55
4.1.11 relating to their own Idea/ experience/ .....	57

## **Analysis of Students' Questionnaire**

4.2.1 The learners practice the personal response in the classroom.....	58
4.2.2 There are activities of reading for overall idea/gist/ .....	59
4.2.3 There are tasks for predicting skills or guessing meaning .....	60
4.2.4 There are tasks of hidden information that help students to consider what is implied .....	61
4.2.5 The currently in use text book of grade 11 English use information transfer material. ....	62
4.2.6 There are tasks including questions of evaluation at the end of reading adequately .....	63
4.2.7 There are questions that stated for main idea in the reading text. ....	64
4.2.8 There are questions that provided for relating to their own experience .	65
4.2.9 The currently in use English text book contains word-attack skills sufficiently .....	66
4.2.10. There are activities for scanning specific information in the reading text for the readers. ....	67

## Abbreviation and symbols

**EFL:** English as foreign language

**ENE:** English for New Ethiopia

**L1:** First language

**P3RU: P PREVIEW:** the reading text in the manner suggested above

**R READ:** the text carefully

**R RECORD:** the main points of the text in note form

**R REVIEW** or **REVISE:** reading through the text again, quite quickly find out answers to any questions you have. E.g anything you didn't understand. Amend your notes as necessary.

**U USES** the information you have obtained from the text book in discussion with your friends, and in writing (e.g. an essay)

**T1:** Teacher one

**T2:** Teacher two

**T3:** Teacher three

**T4:** Teacher four

## **Abstract**

*The main target of this study was to analyze the reading activities of grade 11 currently in use English textbook. Moreover, the study focused on the different kinds of reading activities and in which question types or tasks it was designed. The subjects of the study were 60 students from four sections (i.e, from each section 15 students selected) and four English teachers from grade 11, enrolled in 2006E.C. academic year. Then, the researcher were selected the subjects or students by random sampling and four grade 11 teachers in purposively selecting method.*

*To obtain data, the researcher used textbook analysis, students' questionnaire, and teachers' interview. The data collected by using these tools were analyzed by frequencies of the tasks/activities in newly revised grade 11 English textbook. In relation to this, textbook data and teachers' interview were analyzed qualitatively whereas students' questionnaire analyzed in quantitative method of description.*

*The major findings of the study was to show the variety and flexibility of the reading activities such as how the reading activities were presented and/or distributed in the textbook and in which type of questions did they constructed. For example, reading for: details, main ideas, word-attack skills, information transfer skills, predicting skill were designed below average. Next to this, reading for: overall idea, references, relating to their own idea, designed in moderate ways that help readers in developing the reading skills of the language. On the other hand, reading for: specific information and inferences stated more than average and both help the learners for selective reading purpose and for deducing or generalizing the text by using inference so as to understand the intention of the writer.*

*Finally, based, on the insights obtained from the findings of the study, certain remedial suggestions such as what kinds of activities should be included in the textbook, emphasis of comprehension questions that designed in connection to the expected goals; developing reading skills have been stated.*

# **CHAPTER ONE: INTRODUCTION**

## **1.1 Background of the Study**

Reading is the most important skill in foreign or second language learning for academic wise and that, in school from lower level up to tertiary colleges in our country, Ethiopia where it is taught as the medium of instruction. And it is by far the most significant of macro skills (Getachew 1996). Then, the ability to read and comprehend the text books and notes they gain in different subjects and the materials all written in English may, decide the academic success or failure of the learners. To mean that, most of the knowledge high school students get come via the English language and also almost all part of the examination test , their knowledge and abilities were based up on the learners reading and understanding abilities/capacities in English.

Moreover, the needs for developing good or efficient reader for academic purposes, gaining these skills is increasingly important for practical purposes of reflections in real world after school though so many high school students' missed reading proficiency in English classrooms that shows itself in slow and difficult way of reading and understanding. Such kind of reading led learners to be inhibited in their broader learning and inevitably decides/limits academic competence or performance. Therefore, the focus area of this study were limiting the significant factors that require learners to poor reading skills such as ineffective teaching of reading, adequate text book, inappropriate tasks for helping students develop reading, abilities. And in contrary to this, building now to enhance the need of developing good reading tasks in order to help learners develop the intended reading skills. Besides, to make learners effective reader and good language learners, developing good reading tasks are the sole option for teachers as a responsible professionals in teaching learning EFL class students. As Atkins et.al,(1996) stated, those good reading tasks in which the learners must take their turns to involve in EFL classroom are using different reading techniques; guessing at the meaning of unfamiliar words by

using contextual clues, scanning for specific information, skimming for general idea from the text, interpreting the intention of the writer after reading takes place, predicting what the text will contain or what will come next, look for implied meaning which stated implicitly to infer the aim of the writer, varying or using flexible reading speed, comparing what they read with what they know already, and etc. To this effect, in the study of currently in use grade 11 English textbook tried developing students, reading skills through developing good reading tasks to increase one's reading speed, to comprehend and to read 'between the line' with the remedial points at the last.

### **Why English for Ethiopia grade 11**

English for Ethiopia grade 11 is designed to provide a comprehensive English course for preparatory class/ third year secondary school that are based on the requirements for the English language syllabus of grade 11. The focal area is to enhance students understanding and use of English both as a subject and as medium of instruction in general secondary school. It focuses on the development of four macro skills for communication in a wide variety of contexts either informally or formally. English for Ethiopia grade 11 aims at, facilitating development of language meaningfully that is a relevant to secondary students. It is designed to arise interactive communication among students through different types of groups and the whole class activities in away that students use interactive and communicative exercises in the form of discussion, dialogue, debate, role- play, and independent exercises in the composition writing, silent reading, grammar practice etc.

In such a way, learners can acquire and practice English that is meaningful to them and which has a real purpose and content. After all, this newly revised English book is the revision and extension of what was covered in grade 10.(Grade 11 English: Teacher guide, 2003:E.C Vii).

Like as, some scholars indicated, in the study area, the researcher conducted analysis of reading activities so as to point out how often different activities

stated in newly revised textbook and in what type of questions it was designed that help learners' development of reading skills.

## **1.2 Statement of the Problem**

The reading ability of foreign language students in different angles of the world is often very significant for academic success in school, for professional wise and personal progresses. This indicates that, the reading abilities of English language are not restricted in an area and not used for single purpose.

As Dean (2003) and Sesnan (1997:145) write somehow it is true for English language as much of professional scientific and technical literature which is written by English now a day. It is reading and comprehending ability that often needed by learners of English in different educational levels such as primary schools, secondary schools, preparatory and tertiary levels in a number of countries including our country, Ethiopia.

Therefore, good reading of different ages to engage in conscious, and active comprehension strategies as before reading, during and after reading activities are the most important strategies to promote reading skills in the classroom by using different tasks/activities of reading skills under each reading stages are noticeably good.

When the researcher observes, through his teaching experience for the last four years the currently revised grade 11 English textbook advocates communicative language teaching approach.

Furthermore, the researcher went through in formal discussion with his colleagues and based on his teaching experience, there were some problems such as implementation of reading tasks/activities, how they were presented and expressed via varieties of question in grade 11 English textbook in use and lack of awareness in using varieties of reading activities that developing reading skills.

According to this, there were few local researches which directly resemble to the present study done in this area. For example, Atakilt (2011) stated that, in his work an investigation of reading strategies used by grade 11 students, he found that students were employing the reading strategies at medium frequency level, and there are a bit differences of using that the main strategies. Even though the study conducted in the same grade level, it focuses mainly on types of reading strategies and their implementation differences from one student to another.

On the other hand, Mendida's (1988) study also stresses on reading ability of Bahir -Dar teacher's training college basically have and show that the ability of trainees was by far less than that of their former anticipation.

In addition, Abdu (1993), in his study on "reading preferences of grade 11 students in Addis Abba"; he used reading preferences towards different matters such as with present English materials, sex, culture and others. Then, he found that the responses of students' towards ENE pupil's book was a negative attitude (i.e. most of passages were uninteresting and difficult to understand); in terms of sex and reading preferences the students overall idea was not affected by sex that there were few differences; however, in culture and reading preferences, the students were not interested on the text which was purely written in sex matters than religious and cultures.

The most related local works found in this area like Mebea (1997), predominantly focused on "An evaluation of reading tasks in ENE to grade 11". In her study, she found that the reading lesson in ENE doesn't contain an appropriate tasks and task questions in grade 11 textbook; it does not encourage students to practice different reading skills, and method of teaching reading was traditional rather than modern one. Further more, Mebea's study focused on old English text (ENE) whereas this study based on currently revised grade 11 English textbook, English for Ethiopia,(2003E.C.)

For better understanding of the current study, the local researches which directly cope with the analysis of reading activities to implement in high school of EFL learners done in this area were very few and they are more of general. Therefore, after the researcher identified the objectives and findings of the local research, he wanted to narrow the gap by making analysis of reading activities/tasks of grade 11 English textbook in use in the much specified ways.

### **1.3 Research question**

Then, this study tried to answer the following research questions in the realization of analyzing the reading activities/tasks of grade 11 English text in use.

- What kinds of reading activities were stated and implemented in grade 11EFL students?
- Are questions for: inferences, references, main idea, specific idea and others presented in the reading activities of grade 11 English textbook in use.
- Are comprehension questions stated in the textbook related to its intended objectives and effectiveness of the reading skills?

### **1.4 Objectives**

#### **1.4.1 General Objective**

The major aim of this study was to analyze the reading activities in the case of grade 11 English text book.

#### **1.4.2 Specific Objectives**

- Examine the design and implementation of all reading activities used by the students in grade 11

- To identify whether referential, inferential, reading for main idea, for specific idea and others questions/tasks were presented and used by the learner in grade 11 text book in use.
- To describe whether the nature of comprehension questions stated in the text in relation to its intended objectives and effectiveness of reading skills.

## **1.5 Significance of the Study**

The outcomes of this research were expected to offer typical information about the nature of reading activities through different tasks or activities used by grade 11 students and that stated in currently in use English textbook because to master the English language, mastering sub-skills and activities of the language is very crucial. Moreover, study was indicated that the distribution of reading activities and consistency level of currently in use grade 11 English textbook. At all, findings of this study was certainly be very critical by opening the pave to engage learners and syllabus designers in the following activities in order to make them beneficiary and efficient in reading skills.

These are:

- Evaluate the students reading activities based on their reflection or relating what they read to their real life experiences.
- It helps English learners or readers how to use the reading activities/tasks in EFL classroom to develop reading skills.
- Helps syllabus designers in away that they are organizing the text book later
- Help the researcher to use the present study for further study on the same topic.

## **1.6 Delimitation of the Study**

It was scoped to stress on the analysis of reading activities: the distribution of reading activities, in what types of questions they have been designed in newly revised grade 11 English text book.

## **1.7 Limitation**

Due to distance from the university, as in service trainers', shortage of time, for the researcher and samples to give response for the questionnaire, money and other problems were limitation of the study.

## **1.8 Organization of the Study**

This study paper was organized into five main chapters. The first one is the introduction which embodies the background of the study, statement of the problem, basic study questions, objective of the study, significance, delimitation, limitation and organization of the study. The second chapter is review of the related literatures, that are the ideas of the scholars which support the study widely and comprises definition of reading, purpose of reading, reading comprehension, reading techniques, different reading tasks/activities, comprehension questions and etc. The third chapter focused in research methodology such as, research design, research setting, sample size and sampling techniques, data gathering instruments, data organization and procurers of analysis. The fourth chapter contains data interpretation and analysis as a whole. This part tried to foster the study result which gathered through the three data gathering instruments. Lastly, summary, conclusion and recommendation are presented to sum up the study in chapter five.

## **CHAPTER TWO: REVIEW RELATED LITERATURE**

### **2.1 What is Reading?**

Even though different scholars define reading in varied ways, most of them agreed that it is an understanding of what ever written. To mean that, understanding is commonly the goal of reading. According to Williams (1984:2) writes, “a process whereby one looks at and understands what has written. The key word here ‘understanding’ merely reading aloud without understanding doesn’t count as reading.”

Reading is a complex, purpose full and critical thinking process that involves a series of lesser skills, ranging from a simple recognition of stylized or shapes up to a higher order of content and from evaluation skills, higher order of comprehension skills this means that it ranges from the lower order of skills up to the higher order of comprehension skills. (Broughton 1980:89)

Reading is extracting meaning form the given text that the writer wants to convey meaning.

In connection to this, Nuttal (1982:2) “...reading means getting out of the text as nearly as possible the message the writer put in to.”

Reading is a very complex process involving many physical, intellectual and emotional reactions.

As the above mentioned points imply, reading involves sophisticated thinking process. So teachers should be as a responsible person to a head reading tasks/activities in terms of developing reading skills in relation to the intended objectives of reading, design and effectiveness of reading skills. The reading approach to reading is based on our reading purposes. Because people read for different purposes in a flexible speed for various amount of specific information using the conducive atmosphere of reading. To this effect, Nuttal (1982:3) states, “... the quick scanning of a page in the telephone directory to find a

single name is very different from the careful attention you paid to each word in a legal document. Likewise, Greenland Swan (1986:2) writes “every one reads with some kind of purpose in mind generally speaking, the purpose is either to enjoy oneself or to obtain information of some kind.”

In addition, for different purpose of reading such as for getting overall idea or gist, for specific information/selective reading, for an individual entertainment or fluency activity and that involves worldwide understanding, reading shortest texts in order to extract specific ideas and which involves an accuracy activity people use in different ways of reading.

To this end, Grellet (1981:4) also said that there are different ways of reading:

***Skimming:*** quickly running one’s eyes over a text to get gist of it

***Scanning:*** quickly going through a text to find a particular piece of information

***Extensive reading:*** longer texts, usually for one’s own pleasure. This is a fluency activity, mainly involving global understanding

***Intensive reading:*** reading shorter texts to extract specific information. This is more an accuracy activity involving reading for detail.

In the same way, Williams (1994:8) explains, all in the case of the effective reader, his reason for reading will also influence his style of reading.” Effective readers are engaging reading so as to compare what they gain to what they know already, guessing meaning of words via different clues, predicting what will come next in the text, observing the relationship between parts of sentence and between parts of a text (e.g. between paragraph, using grammatical knowledge cohesion (he, she, there, so, etc) and lexical cohesion (W/ro Abebech the old woman ... the poor lady).

(i.e. Coherence and cohesion), making use of reference skills (e.g. table of content, use dictionary skills, index trying to interpret what the writer tries to

convey meaning, looking for stated and implied meaning in the text using flexible reading speed based on the reading purposes, skim a text when they want the overall idea of the text and so forth (Atkins, et al, 1996:44).

## **2.2 Sub-Skills of Reading**

There are various skills and strategies of reading that student required to develop. To enhance the reading skill of the language developing sub-skills and strategies of reading is the first and the most. In relation to this, Nutall (1982:31-32) sort out as follows:

*Skills involving flexibility of techniques: variations in reading rate, skimming, scanning, speedy read.*

*Skills of utilizing information: that is not strictly speaking part of the text itself reference apparatus, graphic convention, illustrations and diagrams.*

*Word-attack skills: how to tackle unfamiliar lexical items by using morphology, inference from context, etc, or by using a dictionary.*

*Text-attack skills are the process of interpreting the text as a whole using all the clues available including cohesion and theoretical structure.*

Also Grellet (1981:4-5) lists:

*Recognizing the script of a language*

*Deducing the meaning and use of unfamiliar lexical items*

*Understanding explicitly stated information*

*Understanding information when not explicitly stated*

*Understanding conceptual meaning*

*Understanding the communicative value (function) of sentences and utterances*

*Understanding relations within the sentence*

*Understanding relationship between the parts of a text through lexical cohesion devices*

*Understanding cohesion between parts of a text through grammatical cohesion devices*  
*Interpreting text by going outside it*  
*Reorganizing indicators in discourse*  
*Identifying the main points or important information in a piece of discourse*  
*Distinguishing the main idea from the supporting details*  
*Extracting silent points to summarize (the text, an idea, etc.)*  
*Selective extraction of relevant points from a text*  
*Basic reference skills*  
*Skimming*  
*Scanning to locate specifically required information*  
*Transcribing information to diagrammatic display*

These points that study learners should have to practice the mentioned skills in order that to become effective and efficient reader here after.

According to Green all and Swan (1986:3)

*.... Sometime comprehension failure happens and the reader is unable to achieve his/her purpose. This comprehension failure may be a small matter of not knowing the meaning of a word; but it is just likely to be deficiency in one or more of a number of reading skills.*

It is so, very clear that learner should offer conducive situation to drill these skills of reading with this respect, Grellet (1981:5) points, "In order to develop these skills, several types of exercises can be used."

The mentioned parts in the above implies that reading lesson of currently in use English text book should consists of different activities/tasks that will offer and learners to upgrade a variety of reading skills in EFL classroom.

### **2.3. Classroom Approaches to the Teaching of Reading**

There are different teaching approaches of reading in which the teaching reading in the class room is based on:

In this idea Atkins, et al (1996:55) “the reading approach to teaching reading” is based on the following five beliefs.

- a. you can only learn to read by reading
- b. Reading is a personal, individual, reader centered activity and therefore silent
- c. When a good reader reads he brings a number of different skills and strategies to a text in order to understand it.
- d. We read in different ways accordingly to our purpose
- e. A word or sentence has several levels of meaning and any successful reader must be able to make use of different levels of meaning all the time as he/she reads.

We teachers as a professional have responsibility of helping learners to read on by their own that the new texts, which has never seen before in varied speed and silently for sufficient enough understanding in EFL classrooms.

In relation to this, Grellet (1982:21-22) points “To enable students read without help unfamiliar texts, at appropriate speed silently and with adequate understanding.”

Each phrase is examined as follows

*To enable students: the teacher can only try to promote inability in the student; he cannot pass the ability itself.*

*To read without help: we can seldom expect help with the reading tasks we undertake in real life outside the classroom; the teacher doesn't remain at our side*

*Unfamiliar text: an independent reader must be able to tackle texts he has never seen before, and you will have to equip your students*

*Appropriate speed: you need to train your students to use different rates for different materials and different purpose in tested of plodding though everything at the same careful speed.*

*Silently: ... all readers need these skills and most would benefit it from help in developing it.*  
*With adequate understanding: we need to understand enough of the text to suit our purpose in reading*

This beliefs and views imply that:

- The more one reads, the better he will become at reading skills
- Learners should be motivated to read silently behalf of loud reading for deep understanding
- Activities/task should be set purposefully
- Various levels of tasks /activities should be state

Good effective readers always sometimes or rarely may do some tasks that follow:-

- Trying to interpret an intention of the writer;.
- Predict what the text will contain
- Vary their reading speed show flexible reading rate
- Pay attention to grammatical patterns /structures they read
- See the relationships between parts of a sentence and parts of a text
- Learn language and content from reading
- Study any figure diagrams, maps etc in the text very carefully and so forth (Atkins, et al 1996:44)

### **2.3.1 Stages of Reading**

As Williams (1984:37) proposes that a goal reading lesson should follows three phases of reading. They are pre reading /before reading phase, while or during reading and post or after reading activities.

#### **2.3.1.1 Pre-reading Activity**

In this stage of reading the teacher attempt to:

- Arouse the learner interest for reading

- Get students to approach for the next reading
- Vocabularies pre-taught
- Supply students with a reason for reading.

Finally, the aim of pre reading activity is to make the readers mind closer to theme of a text and activating an awareness so as to be interested in it.

### **2.3.1.2 While-reading Activity**

While-reading activity is the widest part of activities in reading. Because detailed questions to develop various reading skills found in this reading activity, second silent reading. On the other hand, in pre-reading learners getting an awareness and interests to read and in post reading they are checking over all idea or comprehension of the text but while reading fill wider gaps of the reading parts which require the reader with good opportunity views to develop reading skill based on different tasks.

In this regard Atkins, et al (1996:80-81) cited its character as follows.

*Reading for gist: setting the task the teacher sets one or two questions. There are questions which require understanding of the general purpose of the text but can be answered without understanding details.*

*Reading for gist: the first silent reading students read the passage silently and quickly in order to answer the above questions.*

*Reading for detail: setting the task the teacher now sets more detailed questions or tasks.*

*Reading for detail: the second silent reading students read silently and answer a number of questions designed to develop more detailed understanding of the ideas in the text.*

As it was described that most of the reading activities implemented in this part of reading stage, it is while-reading stage that students can get big

opportunities for drilling and developing variety of reading skills. So, most of the reading session is spent on performing the while-reading activities. Thus, the reading tasks / activities should be designed must have relevance to the intended objectives and effectiveness of the reading skills.

### **2.3.1.3 Post-reading Activities**

Different activities done after the reading takes place in order to generalize and get the overall summarized idea of the text. This help learners to evaluate the whole information of the text, to relate what they read to their real-life experience, to imagine where they are in the light of situations in the text and for the activities of overall comprehension.

According to this Williams (1984:89) explains that the objectives of post-reading activities are, "... to reflect up on what has been read and related to the text to the learners own knowledge, interests, or views." Atkins, et al (1996:81) points that at this stage generalized questions are asked to achieve the following questions:

*To check students over all comprehension of the passage*

*To encourage them to evaluate the passage*

*To get them to relate the passage to their own experience*

*To get students to imagine themselves in the situation in the text*

What should be designed here in the currently in use text book is different activities / tasks of post-reading part which help learners to practice in different reading skills.

## **2.4 Purpose of Reading**

Reading is the predominant and base of information for academic studies as well as for different instrumental reinforcement. In relation to the aim of reading, some writers such as Grellet, F. (1981:4) states, "people read for two

purposes: reading for pleasure and reading for information (in order to find out something or in order to do something with the information they get)” Other scholars also have a similar idea on purpose of reading. For instance, J. Harmer (1991:182) states, “very often we read something because it interests us or at least we think it will interest us.”

Furthermore, there are some specified parts of reading in different reading texts. Some of them are to extract brief information or confirm his own looking/expectations and other might read for over all understanding as well as for details. Hence, reading provides relevant reading skills for selective purpose in reading. In the lower case or order, the learner wants to recognize the shape of letters in, linguistic elements, clauses patterns, and sentence and sound patterns with slow reading rate. Whereas, in the higher order of comprehension skills, the learner is expected to understand plain sense (lexical, grammatical and rhetorical) and evaluate content with flexible reading speed (Broughton 1980:90).

Other writers also reach to agree that reading is a purposeful activity in language and or in other instructional subjects. Therefore, it is must that the reading skills a learner needs to develop should vary in accordance with his purpose. For instance, some micro skills or sub skills that involve skipping the less important information and emphasize on the main points of a text. There are also times when the instructional need dictate focusing language or content intensively. In case of, learners required to synthesize the text exhaustively. Also they found that the correlation between words and sentences, ideal and paragraphs. As a result, the learning teaching to understand how he/she should diagnose a text, vary speed and determine the local area both in extensive and intensive reading. To this end, Nuttal (1982:21) writes:

“The aim of a reading program is to enable students to read without help unfamiliar authentic texts at an appropriate speed, silent and with adequate understanding.”

Actually, when reading is concerned, our reading purposes vary constantly. Consequently, in displaying exercises, we need to vary the activities/tasks and questions according to the type of the text carried out and the purposes of reading it. Unless, learners may be discouraged and dragged from developing relevant reading strategies to the real purpose of their reading.

## **2.5 Reading Skills**

We can say reading is more sophisticated activities among four macro skills in English language in that it engage an abundant sub skills in it J. Munby (1978: 123-125) suggests a number of reading skills but for the convenience the researcher listed few of them as follows: these skills are those that high school learners required to develop in EFL classroom. Arising from this, they can improve their reading skills.

In this regard, J. Munby (1978:123-125) and John Atkins et al (1996:78) state some of this skills as follows.

1. *Reorganizing the meaning as explicitly stated both at words and sentence level*
  - *Understanding the syntax part of the text*
  - *Recognizing the literal or clear part of meaning (but not necessarily all words)*
  - *Understanding referential words /pronouns*
  - *Understanding omitted or ellipsis which help to reduce redundancy of the sentence*
  - *Understanding lexical cohesion (i.e. the boy the lad..)*
  - *[Interpreting discourse markers and signals (e.g. thus, finally for example)*
2. *Recognizing the purpose and parts of a text*
3. *Understanding the relationship between the sentence and paragraph*

4. *Being able to make guess both for prediction and to infer meaning of any part of text and unfamiliar work*
5. *Identifying main idea from supporting detail and being able to generalize it.*
6. *Extracting specific information even if without understanding the whole part of the sentence (or scanning)*
7. *Understanding gist of the text before understanding the whole part (or skimming)*
8. *Transcoding information to diagrammatic display and vice versa*
9. *Recognizing implicitly stated implied meaning that the writer wants to convey the meaning.*
10. *Being able to bring one's own knowledge to act that to recognize with what the writer assumes/expect you already know about a text*
11. *Being able to check one's own from of reference for reading.*
12. *Being able to deduce conclude text (do I agree the writer > do I like the story)*
13. *Able to identify facts from opinion, from generalization, etc.*

Reading is the result of the readers making sense of the text after long period of time in terms of his supposition before he is forced to recognize that he/she differ from those of the writer. Liking for, reading competence is then gained via an appropriate training and mastery of the intended reading skills. Thinking about, Nuttal (1982:10) states about the constraints in reading tasks as follows...

*... Reading according to this view is not just an active process, but an interactive one, we are accustomed to thinking of conversation as interactive, because what one speaker says obviously influences the contribution of the other.*

In this sense, she said that conversation between one another by itself is an interactive approach in language teaching learning in EFL classroom.

In reading text, the writer is not available to reveal himself overtly because good reader by himself should be able to make anticipation on what the writing is based on. The reader expected to read with sufficient skills of reading and to take care of correct reference about what the writer want to say and have to recognize point of view between the writer and himself. In accordance with, Nuttal (1982:11) compares this task with the process of assembling a wooden piece of furniture as follows:

*All this suggests that a model of the reading process might be more like that shown in figures: the text functions rather like a do-it-yourself construction kit. The message in the writers mind is the perfect piece of furniture planned by the designer. The process of breaking this down into its component parts and packing them all into a box with instruction for assembly is a little like the process of putting thoughts into words and organizing them into a coherent text. A reader taking a text resembles the amateur furniture maker unpacking his do-it yourself kit and trying to workout how the pieces fit together.*

## **2.6 A Basic Stages in Reading**

Basic stages of reading are of three types. These are:

- Lead in/pre reading stage,
- While reading/ during reading stage
- Post reading after reading stage

With the aim of, J. Harmer, (1991) points as follows:

1. **Lead-in:** here the students and the teacher prepare themselves for the task and familiarize themselves with the topic of the reading exercise.

One of the major reasons for this to create expectations and arouse the students' interest in subject matter.

2. **Teacher Directs the Comprehension Task:** This is where the teacher explains and directs the student's purpose for reading. He also makes sure that the student knows what they are going to do. Whether they are going to answer questions or fill in a chart; etc.

Then, students read the text to perform the task, the teacher will help the students to see if they have completed the task successfully and will find out how well they have done. Students may also check their answers with each other first.

3. **Teacher Directs Text Related Task:** the teacher organizes some kind of follow up task related to the text.

## **2.7 Techniques of Reading**

In different life span of the real world people engage reading for intended wish/desire to act on and the aim to achieve at the end. Thus, in the reading strategy, a learner should develop in language learning must match in connection with the desire and purpose that are needed by the people in real life.

Predominantly, it is generally accepted that an active process of reading has to aim at assisting readers become active and efficient one who look reading as a worthily communication. To this regard, the reader expected to use varied reading techniques to achieve the optimum level of communication in language teaching learning in EFL classrooms. As indicated in the above there are different kinds of reading techniques for learner to use in EFL classroom. These are prediction, scanning, skimming, synthesizing and etc.

### **2.7.1 Prediction**

It is nothing but simply forecasting what comes next in the text to read, it is one of the essential technique of reading that involves the faculty of guessing what is to come here after Harmer, (1991) states:

*Effective reader predicts what they are going to read; the process of seeing how the content of the text matches up to these predictions. In the first instance, their prediction will be the result of the expectations they have. As they continue to read however, their prediction will change as they receive more information from the text.*

To this respect, Grellet (1981:17) also concludes, that it s a faculty of guessing what is to come next by making use of cultural, logical and grammatical clues. In similar tasks, questions are asked before reading the text to arouse the students awareness for reading what they know and they don't know and what they want learn from the given title. Furthermore, the writer of the text supply extra worthwhile is training for the learner by providing unfinished passages to be completed by searching a text bit by bit passing after each sentence.

This shows that, the students to be ready to guess what comes next soon after each sentence.

### **2.7.2 Scanning**

Scanning is a very quick reading technique which open the pave for the reader in order to get specific information or help for selective reading (i.e. wondering their eyes over the text hitherto they find what are they looking for, whether it is date, name of country/person, months, and any other pieces of information (Grellet:1981)

This skill help learners to scan or preview the table of content, the preface, title the chapter, paragraph headings and the like so as to find out where the expected information is likely to be. To this regard, Harmer (1991) writes:

*Very often we read something because we want to extract specific bits of information find out a fact or two we may quickly look thorough a film review just to find the name of the start ... only concentrating when the particular item that interests us comes up .....*

### **2.7.3 Skimming**

Skimming is similar with scanning by its speed and efficient reading and the goal of it desire of getting the overall idea or gist of the written material at anywhere. Such kinds of reading technique enhance the learner's ability to extract the main points in brief time and rejecting some unnecessary and irrelevant to the main parts of the text.

According to this, Harmer (1991) states:

*We often read or listen to things because we want to get the general picture. We want to have an idea of the main points of the text an overview without being too concentrated with the details. When applied to reading this skill is often called skimming and it entails the reader's ability to pick out main points rapidly, discarding what is not essential or relevant to that general picture.*

For this matter, Grellet (1981:14) states: "When skimming, we go through the reading material quickly in order to get the gist of it, to known how it is organized, to get an idea of the tone of interest of the writer."

According to him has a similar comment to Harmer's:

To upgrade skimming skills to learner, different drillings are required. The exercises could be constructed/designed in a way that they out to make up

students' confidence by indicating to what extent they can learn simply by watching at some predominant part of a text or by reading few portions here and there in a story.

Doing so, they can identify the sentences that always sum of the main ideal/gist of each paragraph and separated/distinguish the main idea from subsidiaries or details.

#### **2.7.4 Synthesizing**

Synthesizing is an advanced level of reading approach which comprises some reading skills. These are inference, recognizing, relations among the sentence and linking sentences and information (recognizing function and discourse pattern).

#### **2.7.5 Inference**

Inference is the known reading technique among others which provided learner with ability to conclude and generalize the meaning of the text and use of logical and cultural clues, unfamiliar lexical items through use of syntax to dig up the meaning of new /unfamiliar components (Grellet 1981:14)

Similarly, other experts recommended that when facing with unfamiliar text, it is better not to describe the vague words to the learner formerly/beforehand. It is an optional to motivate him to make a guess of the meaning of the word they don't know before watching them up in the dictionary. If it is mandatory for them to do so, they should only do its after having attempted to the meaning by themselves.

Tasks suggested/required to develop this skill include inference through both context and word formation.

### **2.7.6 Understanding Relations with in the Sentence**

The system of getting an immediate understanding of sentence structure often caused demotivation and apprehensions among the students.

According to this Grellet (1981:15) emphasized, “This will be a definite handicap in case of a text with relatives, embedded clauses and complex structures.” The constraints of this could be solved or alleviated through early training beginning from the very center of the sentence which are, subject and verb.

To this end, the learner can be required to divide text into sense groups; and realize in some other ways the important components of the sentence in the given text or passage.

### **2.7.7 Linking sentence and ideas**

Understanding the functions of linking devices is the first and the most in reading comprehension. All linking devices included in references that allow lexical connection with in the text. The reference when comes in the text to refer back (something mentioned before, anaphoric) and to refer forward (something that going to be mentioned, cataphoric) by using synonym, hyponym, nominalization, comparison, and so on.

Likewise, Grellet (1981:15) gives extended explanation as follows:

*Reference covers all the devices that permit lexical relationship with in a text. For example, reference to an element mentioned previously-anaphora-or-to one to be mentioned below cataphora, use of synonyms, hyponym, comparison, nominalization, etc. it is important for the students to realize that a text is made up of independent sentence or clauses, but that it is a web of related ideas*

*that are announced, introduced and taken up again later throughout the passage with the help of reference.*

In addition, J. Harmer (1991:184) also had the same opinion concerning this idea.

*Recognizing such discourse makers is an important part of understanding how a text is structured. We understand paragraph organization and we recognize devices for cohesion. We know which phrases are used by speakers to structure their discourse or give them 'time to think.*

When we get the student to be aware of nature of cohesive devices in order help them become better, effective and efficient EFL readers. By doing so, we can help the learners to realize the use of discourse markers by using them for conclusion of text with linking/connecting words. Furthermore, it helps for transforming a series of statements and proposition in to the coherent text by linking sentence and adding markers and etc.

## **2.8 Improving Reading Skills**

### **2.8.1 Efficient Reading**

Getting students to recognize literal or simple text is not more than beginning to read. This means that, advanced reading is the highest and the reading skills needed to be fostered so that the learners can deal with more and more complex or sophisticated texts/activities and cope up with them efficiently; quickly, appropriately, and skillfully.

Efficiency by itself defined as using the least effort to obtain satisfactory results (i.e. we want students to use their time and energy to best effect).

First we have to know some criterion about efficient reading in a broader sense; this is that for efficient reading is to know what you want: then you can judge your outcome according to how well and how fast you achieve it. Therefore, the

first action for students to apply is to decide exactly what he wants to obtain out of his reading materials. To improve reading skills the accessibility of text is decisive factor. In other words, a varied diet of types of reading such as, slow, fast, scanning, skimming, studying is the best guideline for improving reading skills general and for efficient reading in particular. When we look in summarized way about efficient and in efficient reading, both are different in language use, content, speed, attention, comprehensiveness of vocabulary, prediction, motivation, purpose, strategies and etc.

For this matter, Penny Ur (1996:147-149) writes as follows:

## 10 Teaching reading

### BOX 10.10 EFFICIENT AND INEFFICIENT READING

	Efficient	Inefficient
1. Language	The language of the text is comprehensible to the learners	The language of the text is too difficult.
2. Content	The content of the text is accessible to the learners: they know enough about it to be able to apply their own background knowledge.	The text is too difficult in the sense that the content is too far removed from the knowledge and experience of the learners
3. Speed	The reading progresses fairly fast: mainly because the reader has 'automatized' recognition of common combinations, and does not waste time working out each word or group of words again.	The reading is slow: The reader does not have a large 'vocabulary' of automatically recognized items.
4. Attention	The reader concentrates on the significant bits, and skims the rest; may even skip parts he or she knows to be insignificant.	The reader pays the same amount of attention to all parts of the text.
5. Incomprehensible vocabulary	The reader takes incomprehensible vocabulary in his or her stride: guesses its meaning from the surrounding text, or ignores it and manages without; uses a dictionary only when these strategies are insufficient.	The reader cannot tolerate incomprehensible vocabulary items: stops to look every one up in a dictionary, and/or feels' discouraged from trying to comprehend the text as a whole.
6. Prediction	The reader thinks ahead, hypothesizes, predicts.	The reader does not think ahead, deals with the text as it comes.
7. Background information	The reader has and uses background information to help understand the text.	The reader does not have or use background information.
8. Motivation	The reader is motivated to read: by interesting content or a challenging task	The reader has no particular interest in reading.
9. purpose	The reader is aware of a clear purpose in reading: for example, to find out something to get pleasure.	The reader has no clear purpose other than to obey the teacher's instruction.
10. Strategies	The reader uses different strategies for different kinds of reading.	The reader uses the same strategy for all texts.

To sum up, in all the above mentioned ideas the teachers are responsible person for that to get learners for efficient reading he/she has to know some practical recommendations; making sure of his students get a lot of successful reading practice, if the vocabularies in the text are familiar with the learners whether an interesting tasks provided at the beginning motivate the students or not, provide wide variety of texts and tasks as much as possible, and etc. (Penny Ur 1996:149).

## **2.9 Comprehension**

Comprehension is the overall understanding of a printed page and it is measurable. Because the reading speed without understanding is worthless however. So balancing or using flexible is worthless however. So, balancing or using flexible reading speed and comprehension are better for improving reading speed and understanding thoroughly.

Efficient reading also involves a flexible reading speed and advanced comprehension level. Grellet (1981:3) defines comprehension as “understanding a written text meaning, extracting the required information from it as efficient as possible”

As it was stated under purpose of reading, so as to achieve the required main idea a reader has to develop a reading strategy relevant to his reading purpose. For example, when somebody is watches at a notice board, at an advertisement notice and others, an active reader reads quickly by omitting an irrelevant informational and find out what he or she looking for. And in different articles or journals he stress critically to obtain or acquire detailed information for his understanding. To mean that, he follow the readings strategy between the lines rather than reading the line by doing so he can draw valuable reference from the printed page that he reads.

Similarly, another scholar Admas (1993:3) also defines comprehension as “The act of understanding or the capability to understand.”

According to Admas, comprehension divided into three phases such as literal comprehension, critical and affective comprehension.

### **2.9.1 Literal comprehension**

Literal comprehension is fundamentals of understanding that trains students to enable how to recognize vocabularies accurately to select main ideas and subsidiaries. Furthermore, it is important to understand the sequence of occurrences, to interpret directions, and to realize structural patterns used in various types of reading (Adams 1993)

### **2.9.2 Critical Comprehension**

From the authors points of view critical comprehension is the level of understanding which prerequisite the identifying of opinion from the fact, the realization of the writes attitude, intention, attitude or bias,. Stating of inferences and making critical decisions are also taken as elements of this level of understanding. Critical comprehension may answered by critical thinker.

### **2.9.3 Affective Comprehension**

Affective comprehension can be expressed by personal reflection of the writing style, systems/techniques and general qualities of the reading materials.

On the other hand, it is nothing but the reader's reaction to what he has read at the literal and critical levels of understanding and/or his own emotional and intellect response of his reading.

As the comprehension level varies, the questions that are planned at developing reading comprehension also vary. So as to develop graded language skills, question must have devised on the basis of the level of their complexity or advances i.e. form literal to advance and more challenging ones.

In this sense the above idea tell us to recognize that when stating task/activity questions, level and type of questions should be given due attention.

## **2.10 Basic Comprehension Skills**

The knowledge of reading at elementary level is the base of higher or advanced level. In their beginning stage of reading most reading materials titled to focus in developing reading skills that are helping the learners to read in a plain sense, for clearly stated meaning, or read the line, reading for inference, which help students to conclude the text or read between the lines' and finally the highest reading part 'read beyond the lines' which is helping the learners to relate what they have read with their life experience and their personal views. In connection to this, Grant, Neville (1987:61) suggests; about these skills:

*Plain sense reading: the ability to read the lines to understand the plain sense of what stated in the text.*

*Deductive reading: the ability to read between the lines to draw inferences from what is in the text. This skill involves the ability to draw deductions to put toward together, and can be done event beginners level.*

*Projective reading: the ability to read beyond the lines, this involves the ability to relate the reading passage to real life and in particular to the readers own opinions, knowledge, imagination and experience.....*

What we conclude from these idea is that provide these fundamental reading comprehension skills for simple to complex approach from plain sense to projective reading is the best way for developing reading skill in general and comprehension skills in particular. So to this effect, they should need carefully developed.

### **2.10.1 Reading at Intermediate and Advanced Level**

At this level still the learners deal with language content, grammar, skills, vocabulary, and idiom and so on. However, as an individual begins up the undulated stair case of language learning, the focuses abundantly attached with skills development. In terms of this we can say that both reading

comprehension skills and real-life skills that the student need to involve in real situation/real world. Finally, its major goal is to enhance student increasingly self-reliant/ independently equipped one in language learning as a whole.

The significant aims when using reading text for intermediate and advanced readers are:

Teaching the basic reading comprehension, teaching real-life reading skills/reading for gist/, developing varied reading skills, developing reading for critical thinking and etc.

Even though there an appropriate aims stated to use the text, also there are deficiencies of the text. There are some times: the text neglected; (flexible-reading skill, real-life reading, and critical reading skills) a text will emphasize testing rather than training...., text will use reading for vocabulary purpose only..., text asks in appropriate questions and so on. Therefore, it is the role of teachers to get remedy for this text deficiency and help student to achieve reading skills in relation to the intended aims or objectives (Grant Neville, 1987:79-80).

## **2.11 Methods for Teaching Reading**

At any time on optimum teaching system is predominantly acceptable to offer behavioral change at any teaching learning process including teaching reading. By the way, our teaching method decided by our intended target of teaching and may emphasize on the following three aspects such as the system of presenting at text, developing the lesson in a way that developing reading skills and how to check-up or integrating the skills. According to this Grant, Neville, (1987: 80-81) said:

*----- Our methods will depend on our aims, and will focus on three aspects; how to present a text; how to develop a lesson using it; and how to follow it up.*

### 1. Presenting a text

*A good presentation can; arouse the students' interest; draw their attention to their own previous knowledge and experience....; pre-teach any important words; give a reason for reading...*

### 2. Developing the reading lesson

*A gain, we need to bear in our mind our aims in planning the next stage in the lesson....*

### 3. Follow-up

*---- The main thing to remember is that a successful follow up to reading exercise involves integrating the languages skills especial speaking and writing. In this way reading and the other aspects of syllabus are mutually reinforced.*

## **2.11.1 Real-life Reading Skills**

Even though real-life reading skills are neglected to be provided always in the text book, these skills are voluble to achieve a great variety of different aims/purposes. Therefore, for the success of real-life reading skills something should be taken as prerequisite are, knowing our students purpose of reading and the design of our reading purpose before getting in to reading.

These major parts of real-life skills are three types such as reading for gist, reading for information and reading for study.

In relation to this, Grant (1987:87-88) writes

*----- In general terms, these are three skills that should concern us:*

- *Reading for gist;*
- *Reading for information;*
- *Reading for study.*

*It is important to note that text books do not always provide for these real-life reading skills. This need not prevent us from doing the job, however; Even reading text that are not used in the text book to develop such skills may be used for this purpose.----- To teach these skills effectively, we need to know what reading purposes our students have, or are likely to have, in real-life. In addition, purposes before we read, and not after, it is important that any purposeful reading should be preceded by pre-reading questions, as we have seen, purposefully.*

#### **2.11.1.1 Reading for Gist**

This kind of reading may be done for ones individual sake, for the interest of a person's in order to get the core points of the text. So he/she may use magazines, articles news paper and etc...

There are wider gap/difference between real-life reading skills and classroom reading text is that the former provides reading purpose. Through the world we can't get real/genuine reading purpose in the reading classroom however. In this case it is the only role for teacher to employ in the classroom ...

#### **2.11.1.2 Reading for information**

It is another important skill which differs from reading for gist in that it is for selective reading purposes only. Reading specified parts that are relevant to the text to achieve our target of reading...

#### **2.11.1.3 Reading for study**

.....A detailed description of the component in the reading part is a head of the scope of the text..... It is very important if our student get an opportunity of studying the other subject in the English language in any situation. Grant Neville (1987:87-92)

## **2.12 An Efficient Study Method: P3RU**

An efficient study method is a method by which the readers can get successful integrated skills of the language (i.e. different skills such as speaking via discussion and answering questions, taking note and etc)

In connection with, Grant (1987:92) stated; an efficient study method that involves five stages:

*P PREVIEW the reading text in the manner suggested above;*

*R READ the text carefully;*

*R RECOR the main points of the text in note form;*

*R REVIEW or REVISE: reading through the text a gain, quite quickly. Find out answers to any questions you have. E.g. anything you didn't understand. Amend your notes as necessary.*

*UUSES the information you have obtained from the text both in discussion with your friends, and in writing (e.g. an essay).*

Therefore, if you faced the scarcity of these skills in your text book, you have the more option that displaying an exercise based on P3RU in the other subject books of your students. To sum up, these stages, P3RU is very important for students who want to be effective reader for general knowledge of the language (Grant 1987:92)

## **2.13 The Purpose of Questioning**

Questioning or providing different questions/tasks for students have an ample significance for learners to develop deep understanding of the written text where ever and whenever. On the top of this, there are enormous points that the teacher need to bear in mind when designing tasks/questions to help students to enhance an understanding of written materials. The first and the most thing that he must given due attention is the difference between two

questions, i.e. questions that designed for teaching purpose and questions that are designed for testing purpose. On the conditions now prevailing (Nuttal:1982:125) suggests that the reading comprehension skills have traditionally centered on a passage of texts followed by different questions. The questions were mostly designed to find out whether the student had understood the text rather than to produce understanding however.

But vitally, priors to testing students' reading comprehension, their comprehending/understanding strategy has to be well established or cultivated.

In away that students can be encouraged to develop this strategy is best pointed by Broughton (1980:105). The writer indicates that the significance features of multiple choice types of questions for teaching learning propose is that its rubric no longer read 'Choose the correct answer' but 'choose the best answer.'

Multiple choice questions for testing, for instance have a single element which is clearly and unambiguously correct. Whereas, multiple choice questions for teaching have abundant element to that may be equally taken at one level, and which supply considerable discussion and close exam of both the text and the question to decide which one is the 'best'.

As it can be mentioned above, the main purpose of questioning in the reading class not need an attempts to test. The aim may also be to make or develop awareness of students the language used to convey meaning and the strategies that he can use to investigate the meaning from the text.

The questioning by itself admits for some selective skills that the learner needs to comprehend text fully. On this, Nuttal (1982:127) explains these issues in such away that some of initial questions asked many requirement, scanning and skimming activities. The question leads the learners to diagrammatic or non-text and others may help to promote the use of word-attack skills, and

text-attack skills. It is an exact that all other skills should contribute to the text-attack skills which are of paramount important to the ultimate purpose, understanding the text as a whole.

Doing so, it must be clearly understood that the purpose of sketching questions is not to find out how the specific text in question that the reader has understood but to help him develop strategies by means of which he may better be able to understand other texts. All aforementioned are an optimum system of assisting learners to understand the required language skills effectively.

### **2.13.1 Forms of Questions and Brief Description**

We can categorize questions according to their forms and it is sometimes advisable to be used in questions on reading texts as each is progressively very difficult to handle.

Something that makes the question forms easy or difficulty is usually its response rather than question itself however. There are different forms of questions such as yes/no, multiple choice or alternative questions, Wh-questions how and why questions, but in general forms in presentation we can divide them into two broader types. These are close-end questions and open-end types.

#### **Close-ended**

This type is provided in written or spoken form (i.e. writing on the board or providing orally). For instance, multiple choice type are not preferable to set orally, while questions for short answer like yes/no or true/false are suitable for oral presentation. Even though most reading lessons include some written questions, asking orally is many more expected one.

True/false and yes/no types of questions hinder the learners not to respond answers freely in extended way. Also unless multiple choices are well oriented

and used by a good teacher, there is no expectation of ultimately successful. But, if it is designed well, the students can offer good opportunity of possible responds to choose one of the given options. True/false items presented for the students with statement and can be decided to answer in accordance with text.

### **Open-ended**

An open- ended type provides the learners for free answer in an extended way and that help them for generalizing new and paraphrased idea by their own.

Particularly, the term often used of Wh-questions and how/why forms of question.

Open- ended question has an advantage for learners as a solution is to answer in L1 and these are

- (i) Relatively easy to answer. Good comprehension questions by themselves supply skilled devising.
- (ii) They can use for deliberately and virtually
- (iii) They initiate the students to think things out for himself (i.e. if the distracters are well chosen, it force them to think widely)

### **Disadvantages of open-ended**

- They are subjective rather than objective (e.g. it may be better to test reading ability.)
- They arose the students to generate answers in the first language (L1)

Therefore, knowing some short comings and merits of question forms or items have a vital role in questioning comprehension in order to achieve the intended objective of language teaching learning in general and reading activities in particular.

## 2.14 Types of Questions

Concerning the major objectives of reading activities/tasks, Nuttal (1982:137) writes, “in the case of question the response automatically provides you with a means of checking progress.” This indicates that, tasks/questions are used to evaluate and measure students progress in reading activities. In terms of these Nuttal (1982:132-133) explains, much more of that there are different types of questions.

These are as follows:

### 1. Type 1 questions of literal comprehension

These are questions whose answers are directly and explicitly available in the text

Questions of this kind could often be answered in the word of the text itself

### 2. Type 2 questions involving reorganization or reinterpretation

.... Such questions are valuable in making the student consider the text as a whole rather than thinking of each sentence on its own.....

### 3. Type 3 Questions of inferences

These are questions that oblige the students to read ‘between the lines’ to consider what is implied but not explicitly stated.

### 4. Type 4 questions of evaluation

Evaluative questions involve the reader in making a considered judgment about the text in terms of what the writer is trying to do, and how far he has achieved it... This is an activity for advanced students and many will never need to deal with questions of this kind.

### 5. Type 5 questions of personal response

Of all type of the question, the answer to this type depends most on the reader and least on the writer.

In this sense the above idea tell us to recognize that when starting tasks/activities, questions level and type of questions should be given due attention. In different textbooks the questions fall into type 1 and may be only a few types are fall in others, 2 or 5.

To deduce, the intended objectives of task questions are for students sake or benefit in developing reading skills. To do so, it is obvious that task question should be designed by considering different level and formats of the question. Along with, mentioned points to make variety in question, designing and using true/false, open-ended, multiple choices, close-ended and others are the best way for good achievement of the expected goal in the teaching learning area.

## **CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY**

### **3.1. The Research Design**

The main concern of this study was to analyze reading activity of grade 11 English text in use. As it can be observed from the title, the study employed various approaches of data collection and analysis method. The students' questionnaire involved numerical analysis/quantitative methods. This method help the research to achieve the intended objective of the study, developing the students reading activities currently in use grade 11 text book of EFL students. Likewise, the qualitative part of the study involved in the analysis of the reading activity in the text book in use and semi structured interviews for the language teachers in the school. The focus areas of the study that the researcher used were analyzing reading activities; how the tasks designed and the occurrence of different type of questions in the text.

### **3.2. Research Setting**

The researchers used newly revised grade 11 English text book as the research setting for his study. Because he gathered the data from the text and analyzed it by qualitative method of description with students questionnaire and teachers interview for triangulation of the study.

### **3.3. Sample size and Sampling Techniques**

#### **3.3.1. Sample Size**

##### **3.3.1.1. Students**

According to information obtained from the school director there were 16 sections of grade 11 students in whole grade 11 classes. From all these classes the researcher randomly selected four sections, which contains 240 students. Two sections were natural science and the rest two were social science. The researcher randomly selected 15 students from each class because all were from different backgrounds. And the sample subjects were 1/4 of the whole or

60, from those samples, {40(66.67%) of the respondents were male and the rest 20(33.34%) were female.} Their age level gaped between 18 and 35.

### **3.3.1.2. Teachers**

There were sixteen teachers in the school from this whole teacher only four of them were selected purposively for the study to ask as interviewees. Because all teachers had the same status, BA degree holders and they were experienced model teachers, their work experience ranging from 10 to 32 years old. Also their work experience by itself offered conducive atmosphere for the researcher in his study areas.

### **3.3.2. Sampling Technique**

To make the representative of the study, only 15 students assigned from each class and 60 students were selected for questionnaire in random sampling system. Furthermore, for non-probability or purposive sampling technique only 4 English teachers were selected as interviewees from the whole 16 teachers.

## **3.4. Data Gathering Instruments**

The study focus of this part was to help the researcher selecting the most relevant instruments for data collection and to set/design such kind of tools, (Cohen, Louis, et.al 2000: 243).

In connection with the above mentioned idea, in this study the researcher used various instruments such as text book analysis, students' questionnaire and teachers' interview for qualitative and quantitative description of the study.

### **3.4.1. Textbook Analysis**

Textbook analysis of currently in used grade 11 English is much more significant to realize the effectiveness of reading activities that are provided in English text book in teaching the learners how to enhance effective reading skills. Thus, the researcher tried to demonstrate the effectiveness of all stages

of reading such as before reading, during reading and after/post-reading. Moreover, the researcher tried to reveal how each tasks or activities distributed in the text in different units, how questions designed in the text book. Looking for, the researcher was beneficiary by using textbook analysis for that how effective reading activities could be implemented and make learners efficient reader.

### **3.4.2. Students Questionnaire**

The questionnaire which was stated for learners were very crucial for cross-checking the data with teachers information. So the researcher prepared precise questionnaire and distributed for grade 11 students. And also the students' questionnaire based on the analyses of the reading activities in general and reading skills in particular. For this matter, the focus area of the questionnaire are: weather the reading tasks/activities implemented in the text, are the activities in the textbook designed in relation to its intended objectives and effective use of reading skills and different reading skills presented in the text.

To gather valuable information, ten questions stated for the learner with more than half close-ended and very few open-ended questions that are free to answer, easy and attractive one. According to Cohen, etal (2000) writes, questionnaire should be arranged in an easy, attractive and an interesting way rather than sophisticated, vague, boring and etc for the readers.

After wards, it distributed for 60 (sixty) respondents those taken by simple random sampling method from four sections, two hundred forty students. Then, the questions gathered with varied responses and it was tabulated and interpreted in a way that the intended objectives, developing reading skills achieved. For interpretation the researcher used numbers and percents for analysis. Finally, in order the respondents understand what they are going to be asked, the researcher elaborated about the questions in brief.

### **3.4.3. Teachers Interview**

Interview is an instrument of data gathering tools that is an authentic and primary one for the researcher to get unrefined fresh data. Therefore, setting interview in a natural way for respondents may have great value for the study. To this end, to enrich the data obtained through students' questionnaire, the researcher stated 8 open ended/word based semi-structured interview for the teachers. The focus area in the interview questions that are based on how reading tasks/ activities were designed, how questions constructed in relation to the reading activities in the light of expected out comes, and how tasks of EFL class room carried out. Since the purpose of the interview was to cope with the questionnaire, it was set up/ designed on the bases of the questionnaire and the interviews content was not different from the idea of questionnaire. Then, the information obtained through the questionnaire was cross-checked with the data obtained via the interview. In other words, finally, by using individual interview the researcher offered authentic information by verbal questioning thoroughly and analyzed in words qualitatively.

### **3.5. Data Organization and Analysis Procedure**

The data gathered through precise questionnaire were organized and tabulated. After wards, the researcher changed it into percent to analyze in words.

The analysis carried out that each items according to the obtained information from the samples. The analysis were categorized in to the following parts such as analysis of reading text with in 12 units of grade 11 English text book in use, analysis of 60 students response, the interview analysis of teachers, and different question types specifically. For questionnaire the researcher used five graded scales such as always, usually, sometimes, rarely and never.

## CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

### 4.1 Analysis of Data from the Textbook

#### 4.1.1 Predicting Skills (guessing)

Units	Types of Questions										Frequencies	Percents
	M.Choice	True /False	Matching	Completion Qs.	Gap-filling Qs	Wh- Questions	Literal Com.Qs	Evaluative Qs	Personal response			
1						1					1	4.5
3						3		3			6	27.3
4						1					1	4.5
5					13						13	59.1
11							1				1	4.5
Total					13	5	1	3			22	100%
Percents					59.1	22.1	4.5	13.6				

Predicting skill is one kind of reading techniques that help the reader to anticipate what will come next and narrow the gap between the reader and the text, the process of watching whether the content fit up with his expectation or not.(Harmer, 1991)

Predicting skill/guessing meaning provided in the text in less than half units and that holds 22 % of the all tasks in the textbook. This shows that the skill provided below average ; how ever it could let the readers to for cast what the text mean before reading carried out.

As it can be seen in table 4.1. 1, predicting skills provided in five units in the text book such as unit one, unit 3, unit four, unit five and eleven. From these, unit five holds 59.1% of gap-filling questions which help students to connect main ideas in the text. Predicting skills mostly provided in gap filling questions

to associate main ideas before reading the text. The tasks of gap filling get the students to complete the given text.

It is predicting skills that help the readers to anticipate what comes later when reading began reading and/or the students asked to complete sum parts of the text.

Therefore, the reading texts of the current English textbooks should contain tasks of these skills appropriately.

#### 4.1.2. Reading for Over all idea/gist/

Units	Types of questions									Frequencies	Percents
	M.Choice	True/False	Matching	Completion Qs.	Gap-filling Qs	Wh-Questions	Literal Com.Qs	Evaluative Qs	Personal response Qs		
2				4		4				5	12.5
4								4		4	10
5		8							3	11	27.5
7						11				11	27.5
8			7							7	17.5
9							2			2	5
Total		8	7	4		12	2	4	3	40	100%
%		20%	17.5%	10%		30%	5%	10%	7.5%		

Reading for overall idea/gist/ is to emphasizes the overall message of the text which can be done without more detailed reading and it is significant for the learners to have only main ideas and neglecting superficial or trivial causes of mistaking (Nuttal, 1982:151 and Harmer, 1991).

As table 4.1.2 indicates, reading for over all idea or gist distributed in the text book is half of to mean that, this skill stated in six units such as unit 2,4,5,7,8,9 and 30% wh-questions and all other questions were very few.

Therefore, even though, reading for gist distributed in different units with different question types, the highest percent of question supplied in wh-

question type, 30% that are more initiate the learners to get general picture of the text by giving the answer freely without stressing details.

In my view, the distribution of reading for gist in the text and the questions that are provided for it is an appropriate interms of the expected aim of the reading skills.

#### 4.1.3 Reading for Main idea

Units	Type of Questions									Frequencies	Percents
	M.Choice	True /False	Matching	Completion Qs.	Gap-filling Qs	Wh-Questions	Literal Com.Qs	Evaluative Qs	Personal response Qs		
3									3	3	30%
7				3						3	30%
8									4	4	40%
Total				3					7	10	100%
%				30%					70%		

Reading for main idea is one of the way that the learner can develop reading skill through different tasks. It is an aim of reading to get the theme of the given reading text. Reading for main idea or central idea also help students to read and select central idea or theme form the text.

As the above table shows that, reading for main idea designed only in three units such as unit 3, unit 7 and 8. The task of reading for main idea aimed at getting the general theme of reading stated in a very less amount (i.e. only 10% of the tasks in the textbook). Any how it was enough to teach this skill in reading text in connection to the goals of reading skill. The question type that set up in the text are completion question and personal response question. From this, 70% is personal response comprehension question.

Then, this reveals that, much amount of questions in reading for main idea designed in personal response that arise learners to offer their opinion genuinely. To mean that personal response tasks help the readers to identify the central ideas from the given text by inferring the intention of the writer or what the writer wants to convey the meaning.

To this effect, the teacher and text book developer should give stress for this skill when designing the textbook.

#### 4.1.4 Reading for details

Units	Type of Questions									Frequencies	Percents
	M.Choice	True /False Qs	Matching	Completion Qs.	Gap-filling Qs	Wh- Questions	Literal Com.Qs	Evaluative Qs	Personal response		
1		8								8	30.8
3			8			10				18	69.2
Total		8	8			10				26	100%
%		30.8%	30.8%			38.5%					

Reading for details is categorized in the widest part of reading activity, while reading. And it is designed for more detailed understanding of the text during reading. In other words, the smaller important parts considered as a whole while silent reading carried out.

As it can be indicated in table 4.1.4, reading for details distributed in two units that are unit one and three from this questions types that holds highest presents, 38.5% is wh- questions that assist students to understand very smaller important parts as a whole in order to understand specific points of the text in general. When the readers require to tasks for reading for details, wh- question tasks are suite them to use ones opinion.

Reading for details stated in the text less than the expected aims of reading skills and it provided with below 40% wh-questions.

Eventually, since reading for details is very important part of reading activities it shouldn't be provided in the text like this. To mean that, that is reading for details which help the reader reading to understand specific points as a whole to complete general idea of the reading text.

#### 4.1.5 Reading for Specific Information (scanning)

Units	Type of Questions										Frequencies	Percents
	M.Choice	True /False	Matching	Completion Qs.	Gap-filling Qs	Wh- Questions	Literal Com. Qs	Evaluative Qs	Personal response Qs			
2	6										6	14.3
3						4	2			1	7	16.3
4						2					2	4.8
6							10				10	23.8
9			13								13	30.9
10							3				3	7.1
12										1	1	2.4
Total	6		13			6	15			2	42	100%
%	14.3%		30.9%			14.3%	35.7%			4.8%	100%	

Reading for specific information (scanning) is a very quick reading technique which facilitates suitable way for the reader to obtain selective information from the reading text. (i.e., wondering their eyes over the text hitherto they get what they are looking for, whether it is name of country/person, months, date, and any other piece of information.

This skill help the reader to preview/scan the title, table of content the chapter, paragraph heading so as to find out whether the intended information is likely to be.

As table 4.1.5 indicates, reading for specific information (scanning) stated in seven units in different question types. And this skill distributed in an average level in the reading texts and it provided in 7 units with 42% questions from the hole.

As observed in the table, 35.7% the question was designed in literal comprehension questions that were very easy for the reader to answer simply by looking from the text.

Since reading for specific information (scanning) is the only ways that narrow the gap between the reader and the writer by making the reader ready to get reading, literal comprehension question is preferable type of the tasks in the reading. To this effect, literal comprehension question is the simplest type of question that led the readers to get the answer from the task itself with out any problem.

Therefore, as the above description showed that, while reading carried out literal comprehension question that is very important to scan bits of information. Anyhow, reading for specific information is designed fairly in the text however, and it has significant role in language reading.

#### 4.1.6 Reading for Inferences

Units	Type of Questions										Frequencies	Percents
	M.Choice	True / False	Matching	Completion Qs.	Gap-filling Qs	Wh- Questions	Literal Com. Qs	Evaluative Qs	Personal response Qs			
1								2	1		3	3.4
2						7			4		11	12.4
3									1		1	1.1
4								4	1		5	5.6
5				6		11		1	6		24	27
6	7					7					14	15.7
8						3					3	3.4
9							4		6		10	11.2
10				9					1		10	11.2
11								3			4	4.5
12						1		1	3		4	4.5
Total	7			15		29	4	11	23		89	100%
%	7.9%	-	-	16.9%		32.6%	4.5%	12.4%	25.8%		100%	

Reading for inference is the sole way that the reader can get the generalized meaning of the text by using different clues such as cultural and logical uncommon lexical items via use of syntax to extract the meaning of new elements.

Inference is the known reading technique among others that provided the reader with the ability to deduce the meaning of the text and use of logical and cultural clues, unfamiliar lexical items the use of syntax to dig up the meaning of unfamiliar components.

Reading for inferences is wider than other skills in the text book that comprises 89% of all skill is the text book. (i.e. it stated in all units except unit seven)

and also provided in six different question types such as multiple-choice, completion, wh-question, literal comprehension question, evaluative and personal response.

Thus, this shows that this skilled designed in the text in a well- oriented manner that help the learners to deduce the intention of the writer from the given reading text by using different clues.

As it is indicated in table 4.1.6, 32.6% is wh-question, which higher than all other type of questions. Form this, we can conclude that, wh- question designed much more widely and that help learners to generate their own existing know ledge for reading. Subsequently, distribution of the skill, reading for inference, in such away and design of varied question is an advisable for text book designer in order to equip the readers influent reading and how to infer un familiar components of the text as a whole.

#### 4.1.7 Reading for References

Units	Type of Questions										Frequencies	Percents
	M.Choice	True /False	Matching	Completion Qs.	Gap-filling Qs	Wh- Questions	Literal Com.Qs	Evaluative Qs	Personal response Qs			
1			10						2	12	20.7	
3			11							11	18	
4			7							7	12.1	
8	5		4			1			10	20	34.5	
9				7						7	12.1	
12									1	1	1.7	
Total	5		32	7		1			13	58	100%	
%	8.6%		55.2%	12.1%		1.7%			22.4%	100%		

References are all linking devices that allow lexical connection between back anaphoric and forward part of an independent sentences or clauses (cataphoric), but it is the net work of related piece of information, that are printed, introduced and taken up once more/again later the text as a whole by using references.

According to the data in table 4.1.7, tasks of references provided in six units such as in unit one, three, four, eight, nine and twelve. As table 7 shows, 55.2% in matching, that is wider than other questions.

As the description of the table shows that, the reference questions stated in matching is half of all other questions that give good opportunity for the reader to use reference or connecting devices in different tasks of the reading text.

In the other words, students use reading for references to associate deferent parts of the text by using different devises when they required activities to do so.

The skill of reading for references provided moderately both in different units and question types in the text compared to other skills.

Accordingly, setting tasks activities of references in such manner in the reading text is a good fortune for the readers' to complete sentences and to use different discourse markers by using them for generalization of text with linking words.

As a result, a well- oriented design of activities/ tasks may help learners to develop the reading skills by using different reference tasks/activities in the textbook.

### 4.1.8 Word-attack Skills

Units	Type of Questions										Frequencies	Percents
	M.Choice	True /False	Matching	Completion Qs.	Gap-filling Qs	Wh- Questions	Literal Com.Qs	Evaluative Qs	Personal response Qs			
1			6								6	33.3
2					5						5	21.7
3			9								9	50
Total			15		5						23	100%
%			83.3%		21.7%						100%	

Word-attack skill is the skills that are needed by very small children at their stage of early reading to foreign language students at higher level. Even though both have the same problems in common that is unfamiliar or new words. Vocabularies, they varied from lower level to higher level.

In word- attack skills, giving more attention for new words is not the fundamental one for understanding the meaning while reading going on. In the other words, giving more attention to unfamiliar words can lead to a worsen result on the learner’s reading habits. This means that, pausing reading to look up a dictionary the meaning for new word may make the student in effective reader.

To infer the meaning of new words from the context the best way is using different contextual meanings rather than relay up on a dictionary or sometimes giving much more attention for new words during reading.

As it can be stated in table 4.1.8, word- attack skills provided in three units in the text book such as unit one, unit two and unit three. From this, 83.3% is matching. Reading for word attack skill designed in the text was the least, among others and that show unfair distribution of different skill for the reader.

In this way, the word attack skills designed mostly in matching for references to associate words or phrases with their definitions from the reading text matching is the best task for the learners to get the meaning for unfamiliar words by using contextual clues to connect with their definitions that found on the other sideshow ever.

Therefore, word-attack skill shouldn't be designed like this in very fewer amount in the textbook. So the textbook designer should give more attention for this skill in the textbook. To mean that, word means that, its meaning, use, formation and word grammar as a whole.

#### 4.1.9 Information Transfer Skill

Units	Type of Questions									Frequencies	Percents
	M.Choice	True /False	Matching	Completi on Qs.	Gap- filling Qs	Wh- Question	Literal Com.Qs	Evaluativ e Qs	Personal response Qs		
1						3				3	8.3
3			7	13						20	55.6
6				10						10	27.8
11				3						3	8.3
Total			7	26		3				36	100%
%			19.4%	72.2%		8.3%				100%	

Information transfer skill is a kind of reading skills that help the readers to use the materials for transferring information from charts, tables, diagrams, maps etc to write from and vice-versa. In other words, the readers may be given some ideas in the table or map to transfer in to written passage in terms of the message intended to.

Information transfer material (map, table) are a kind of non- text information which undertaken authentic reading tasks. Using or not using authentic reading skill decides whether the reading easier or difficult.

Non- text /non- verbal information help learner to be effective reader and it is not textual by itself but it accompanied by a text.

As it can be seen at table 4.1.9, information transfer skill provided in four units in the reading text such as; unit one, three, six and eleven.

This point out that, it designed in the text less than half units from 12 units. In even though, information transfer skill was stated in less than half of the text, it is better the reader to develop the reading skill.

As table 4.1.9 shows, 72.2% information transfer questions required incompleteness question. This shows that, most of questions those stated by completion is significant for students/readers to complete for generalizing the text fully or to sum up the whole idea of the reading text in brief.

Therefore, providing information transfer in this manner is such advisable for language teaching learning so as to develop efficient reading habit.

#### 4.1.10 Distinguishing Facts from Opinion

Units	Type of Questions									Frequencies	Percents
	M.Choice	True /False	Matching	Completion Qs.	Gap-filling Qs	Wh- Questions	Literal Com.Qs	Evaluative Qs	Personal response Qs		
4			10							10	90.9
12								1		1	9.1
Total			10					1		11	100%
%			90.9%					9.1%		100%	

Distinguishing facts from opinion is sorting the ideas of general truth from an individual outlook. In other words, general truth is the commonly accepted

ideas among different people in different areas where as opinion is the idea that depends upon an individual and varies from person to person even in the same culture and living area. Opinion is personal and free ideas forwarded to the audience when speech deliver takes place.

Mostly questions of personal response answered by the use of opinion rather than facts. To this end, it tilted towards the reader rather than the writer unlike the fact, the opinion basically comes up with creative writing.

Distinguishing facts from the opinion designed in the text in use only in two units such as unit four and twelve and also the task provided only in two type of questions (matching and evaluative question).

This shows that, this skill stated less than the expectation in both units and activity types in the text book for the reader.

As it described in table 4.1.10, 90.9% of this skill stated in matching form of questions that help the readers to put the relevant ideas together. This means, distinguishing the common ideas or world wide truth from individuals' outlook or expressing once opinion is not as such a simple matter for the readers to up grade the reading skills.

Therefore, even though distinguishing facts from opinion designed in currently in use text book in small amount, it gives awareness for the readers to select facts from personal view by assimilating the given ideas with other relevant views and to finalize/ sum up the different out looks up on one main idea. To wind up, it is better giving more emphases for this skill designing as a relevant enough in the textbook is advisable affaire for textbook designers us possible.

#### 4.1.11 Relating to Their own Idea/ experience/

Units	Type of Questions									Frequencies	Percents
	M.Choice	True /False	Matching	Completi on Qs.	Gap- filling	Wh- Question	Literal Com.Qs	Evaluati ve Qs	Personal response Qs		
2						4			1	5	15.6
3						6			1	7	21.9
4									2	2	6.3
5									2	2	6.3
6							10	4	1	15	46.8
10						1				1	3.1
Total						11	10	4	7	32	100%
%						34.4%	31.3%	12.5%	21.9%	100%	

Relating to own ideas is part of reading skills that assist learners/readers to use their existing knowledge or to bring background knowledge to actual reading in order that understand the text as effectively as possible. Most readers come up with something to the text, in relation to general base of recognitions. It is similar with understanding of students over all comprehension of the text and to get them to match the passage to oneself life-experience after reading carried out.

According to the data above in the 4.1.11, the skills that relating to their own experiences stated in six units such as unit 2, 3,4,5,6 and 10. The skill of reading for relating to the own experience stated in the text in a moderate amount compared to other skills. Even if it designed in different questions types, the highest of all questions is wh-question that contains 34.4%.

The text in use foster that wh-question is designed more than other questions because it is aimed that the readers required such questions they can

forwarded their own views freely by using their prior knowledge to relate what they read to their living communities.

Thus, fostering these skills in such way varied questions is very significant for EFL learners to achieve the intended outcomes of the readings skills.

Doing so, even though the skill of relating to their own experience stated in a half units of the text book, the text book designers and curriculum developer should give due attention for this skill when designing carried out.

## **4.2 Data Analysis from Students' Questionnaire**

### **4.2.1 The learners practice the personal response in the classroom.**

Scale	Always	Usually	Sometimes	Rarely	Never	
No of respondents	30	29	1	-	-	60
Percentage	50%	48.3%	1.7	-	-	100%

As table 4.2.1 show, 50% and 48.3% of students responded always and usually on the given item above.

It reveals that 98.3% of the respondents responded always and usually that the learners make practice on the personal response tasks in EFL classroom ritually. Mostly after reading takes place. The name focus of practicing the personal response in the classroom is much more important in away that helps the learners to give their own opinion for any idea they required to.

The main focus of practicing personal response in EFL classroom is targeted to investigate whether the learners use the skill by giving their own opinion for any ideas or tasks that they required to. Similarly, to let learners to get good opportunity to generate new idea from their own mined.

As a result, as majority of the respondents' response the item or tasks of practicing the personal response in the EFL classroom has given great

emphasis in the text book for the readers as it is very significant in teaching learning English to achieve the intended out comes, developing reading skills.

#### **4.2.2 There are activities of reading for overall idea/gist/**

Scale	Always	Usually	Sometimes	Rarely	Never	
No of respondents	26	28	2	2	2	60
Percentage	43.3%	46.7%	3.3%	3.3%	3.3%	100%

The main concern of this item was to investigate whether the activities of reading for over all idea was applicable in EFL classroom in connection to the targeted aims of reading skill and at helping the students to consider the overall message of the text without much detailed work on the text and also it is better to get students practice in merely watching for the message and ignoring specific occurrences of misunderstanding. In other words, students can have an understanding of general or core message of a text through the provided activities to develop reading skill.

As it can be stated in table 4.2.2, 43.3% of the students' responded always and 46.7% usually, for the required question on the item above whereas 3.3% of students' responded sometimes, rarely and never.

So it can be summarized that most learners responded as if there was enough/adequate design of activities of reading for overall idea/gist in the currently in use grade 11 English textbook.

Therefore, designing the activities of reading for overall idea/gist in such away in the text book is a relevant in relation to the intended outcomes of the language developing reading skill in EFL class room.

### 4.2.3 There are tasks for predicting skills or guessing meaning

Scale	Always	Usually	Sometimes	Rarely	Never	
No of respondents	25	21	9	4	1	60
Percentage	41.7%	35%	15%	6.7	1.7	100%

The aim of predicting skills was to help the learners to forecast what comes next in the reading and narrow the gap between the reader and the writer. Moreover, it get the readers motivated and ready to read the text.

As it is shown in table 4.2.3, 41.7% of the respondent responded always, 35% of them usually, 15% sometimes and the rest 6.7% and 1.7% rarely and never on the above item.

This indicates that almost half percent of the respondents responded usually the tasks for predicting skills or guessing meaning from the reading text; is practicing always in actual reading class and less half respondents responded as there was usually implementation of this task in the class.

In other words, it reveals that from the total respondent nearly eighty percent/ majority of them have conscious of using tasks for predicting skills or guessing meaning before reading going on to anticipate what comes next in reading and looking how the content of the text match up the anticipation before.

In contrary very few learners responded as if the skill was not applicable in the classroom always. This shows that, they have no conscious even about the importance of predicting skill/guessing meaning before reading carried out.

Since predicting skills or guessing meaning narrow the gap between the reader and the text, it is vital task/activity to be designed in the textbook of this grade level. As it has of great value for developing reading skills, it was designed appropriately in currently in use grade 11 English textbook.

#### **4.2.4 There are tasks of hidden information that help students to consider what is implied**

Scale	Always	Usually	Sometimes	Rarely	Never	
No of respondents	18	28	8	6		60
Percentage	30%	47%	13%	10%		100%

The target of this item was to show the reader the way how they get the hidden or implied meaning by deducing meaning from the text when they required tasks/ activities to do so in order to understand what the text mean.

As it can be seen in the table above, 30% of the learners responded always on the tasks of hidden information or reading for inferences 47% of them responded usually on the same item, and 13% of them responded sometimes.

It can be understood from this that, majority of them accepted that tasks of reading for inference, as a very important task that get the learners/ readers with the ability to deduce or generalize the meaning of the reading text and use of logical and cultural clues, uncommon lexical items via use of syntax to get the meaning of unfamiliar elements (Grellet, 1981).

Next to this, majority of respondents responded that this item practicing always and it shows that the item is provided sufficiently in the text and very significant for inferring meaning of the text in order to understand the concluded meaning of the reading text.

In opposite, from less than one fourth of the respondents responded that the item implemented as usually and sometimes. This implies that, they have few emphases on ideas about reading for inferences and led them to be complicated how to infer the meaning of a text and results in lack of having generalized ideas for required tasks of inferences.

Therefore, designing inference questions in the text like this is advisable in advance for that it has vast significance for developing reading skill.

**4.2.5 The currently in use text book of grade 11 English use information transfer material.**

Scale	Always	Usually	Sometimes	Rarely	Never	
No of respondents	26	2	4	3	4	60
Percentage	43.3	38.3	6.7	5%	6.7%	100%

The main focus this skill in reading is to indicate the way how the reader use diagrammatic displays (i.e., to convert charts, maps... into sentences or phrases or vice versa) when they asked to complete the activities in EFL classroom.

From this item, table 4.2.5 indicates that, 43.3% of respondents responded always 38.3% usually whereas almost 11.7% rarely and never and 6.7% sometimes.

From this, it can be observed that majority of the students look as if there was enough amounts of information transfer material tasks in the text to use consciously that non-verbal information such as diagrams charts, maps... in to verbal information and vice-versa. In opposite, one fourth of the respondents assumed that there were very few information transfer materials provided and implemented in the text book for the readers. Even though information transfer materials are not textual, it is accompanied by a text. In this sense, designing enough amounts of information transfer materials in reading text for the readers may help them to be efficient reader by using diagrammatic displays in their tasks/ activities of format EFL classroom. Besides, non- text information/ diagrammatic display help the reader as an authentic reading tasks that decides whether the reading difficult or easier.

So text book designer should take into consideration that the significance of information transfer material when they are designing a text book.

#### **4.2.6 There are tasks including questions of evaluation at the end of reading adequately**

Scale	Always	Usually	Sometimes	Rarely	Never	
No of respondents	16	14	12	17	1	60
Percentage	26.7%	23.3%	20%	28.3%	1.7%	100%

The expected goal of this skill/ item was to stress on evaluating what the writer is attempting to and how he has achieved (i.e. whether he is honest or bias) as a result, to up grade the readers to be advanced reader that he/she can understand sophisticated type of reading text.

As it can be seen in table 4.2.6, 26.7% of the students replied always, 23.3% usually on the item above where as 20% of them responded sometimes and 28.3% rarely.

From this, almost half of the respondents agreed in that there are adequate tasks including evaluative questions after the reading takes place. It is very important for the readers to develop their advanced reading ability by using judgment about the text interms of what the writer is trying to do, and how far he has succeeded it (i.e. the reader required to judge that whether the writer bias or honest). Moreover, the reader not merely asked to respond it and also to analyze his response and dig up the objective reasons for it as well as, measuring it against the presumed intent of the writer (Nuttal: 1982:133).

On the other hand, almost half of the students assumed that there are no tasks including questions of evaluation in the text book to practice on. According to this, those students did not use such activity in case it is for advanced students. This implies that, reading for evaluation or tasks/activities for evaluation is the most sophisticated of all other type of reading. Therefore,

questions of evaluation provided for the readers that it help the students to analyze the intention of the writer and give measurable idea about the reading text. Thus, the textbook designers use relevant way of stating evaluative tasks in different units accordingly.

**4.2.7 There are questions that stated for main idea in the reading text.**

Scale	Always	Usually	Sometimes	Rarely	Never	
No of respondents	28	23	5	3	1	60
Percentage	46.7%	38.3%	8.3%	5%	1.7%	100%

The main aim of this item was to help the learners how to get the general theme of the given text when the learners asked to practice in different activities that develop reading skills.

As table 4.2.7 indicates, 46.7% of them replied always. 38.3% of them usually where as 8.3% sometimes and 6.7% rarely.

This implies that, almost half of the respondents looked tasks for main idea in the reading textbook that help readers to get the central idea/ theme of the reading text. Next to this, less than half of the students have also positive outlook for questions that stated for main idea in the reading text help them to have general aim of certain texts while reading going on. Conversely, almost one- fourth of the respondents have misunderstanding about questions that stated for main idea in the reading text. As a result, the learner unable to extract the central idea/theme from the reading text when they required practice some activities/tasks in the textbook.

Accordingly, text book designer should give due attention of preparing the text book with reading for main idea that get the students find the theme of the reading text. Since it is the mere option which enhance the learners reading skills in connection with the expected goals of the language, text designers should focus in stating this skill in the textbook when designing get up.

#### **4.2.8 There are questions that provided for relating to their own experience**

Scale	Always	Usually	Sometimes	Rarely	Never	
No of respondents	38	15	3	3	1	60
Percentage	63.3%	25%	5%	5%	1.7%	100%

The main concern of this item was to help the readers to associate what they read to what they already knew before. This implies, the readers should use their existing knowledge in their actual EFL reading classroom. Generally speaking, this means getting the learners for reflection of what they read in to their real-life.

As table 4.2.8 shows that, 63.3% of the students responded always and 25% usually on the item that provided for relating to their own experience where as 5% of the respondents' replied sometimes, 5% rarely and 1.7% never on the above item.

This points that, majority of the respondents believed on tasks that provided something for relating what they already know to their own experience. Principally, relating to their own experience is a part of reading skills that help learners/readers to use their prior knowledge to actual reading in EFL classrooms as to suit the way in which learners develop reading skills of English language (i.e. matching the passage to one self life –experience after reading up).

One fourth of the students looked this skill as important one to some extent. In other words, they give very less attention for this skill in that they did not use what they know already before and after reading in normal session of English classroom. However, very few readers face difficulties in using this task so that develop the reading skills. To wind up, therefore, textbook designers use an appropriate way of stating tasks for relating to their own experience. Because this task in the text may assist the reader to be closer to the writers view and

understand easily by matching the information of the text with their knowledge to their life experience:

**4.2.9 The currently in use English text book contains word-attack skills sufficiently**

Scale	Always	Usually	Sometimes	Rarely	Never	
No of respondents	-	-	48	22	-	60
Percentage	-	-	80%	20%	-	100%

The main focus of word attack skill in the reading is to show the readers the significance of reading both in lower and higher level and how to understand unfamiliar words when reading takes place in order to realize the whole message of the text.

In word-attack skills, giving priority for new words is not the vital one for understanding the meaning of the unfamiliar words of the text when reading takes place. This means that, giving more attention to unfamiliar words can get the learners to worsen results on the learners’ reading habit. In other words, pausing reading to extract meaning from a dictionary makes the students ineffective reader.

Table 4.2.9 shows that, 80% of the respondents responded sometimes, 20% of them rarely. This indicates that almost three fourth of the respondents believed that this skill provided not always but sometimes in the text book and only one fifth of them responded that it provided in rarer case. However, the distribution of word attack skill in the textbook was in fewer amounts in accordance with the expected aim of developing reading skill, the significance of word-attack skills in both early reading levels to higher level of foreign language learners was very high. Both levels have common problem of getting meaning for unfamiliar words in FL learning and the problems themselves may be different however.

Less than half students accepted the tasks for word- attack skills provide in the text less than an average that help learners to get meaning from different reading texts.

Almost one-fifth of the students give very few emphases for word-attack skills for that it has less significance in language learning, developing reading skills.

Therefore, even though it had fewer amounts of distribution, the word attack skill designed in the text book was fare for developing reading skills.

**4.2.10. There are activities for scanning specific information in the reading text for the readers.**

Scale	Always	Usually	Sometimes	Rarely	Never	
No of respondents	38	15	5	1	1	60
Percentage	63.3%	25%	8.3%	1.7%	1.7%	100%

Reading for specific information is the only reading techniques that a focused on helping the readers in selective reading. This skill help the reader to preview the little, table of content, the chapter, and so on in order that find out whether the expected outcome is likely to be or not.

In other words, most of the time we read something for the sake of having bits of information such as name, film review, the date, name of country ... etc.

As it pointed out in table 4.2.10, 63.3% of respondents responded always, 25% as usually and almost 11% of the students replied sometimes and rarely on the given item. This reveals that, majority of the respondents believed on the importance of activities for scanning specific information and it is widely stated in the text book. Every reading has its own purpose of read such as reading for pleasure, for main idea, for specific idea and etc. Based on this, tasks for scanning/specific information help students to increase and varying the speed of reading (i.e glancing rapidly via a given context either to get for specific bits

of information (e.g. a name, a date... or together that whether the text is suitable for the expected purposes.

Next to this, one-fourth of the students look that very small amount of attention is given for activities for scanning specific information in the text book. This implies that, they have lack of practice for this skill in reading classroom.

On the other hand, almost very few student assumed that tasks /activities for scanning specific information as unimportant part of skills in the text. This shows that, these few students didn't use this activity properly when reading takes place. So, teachers should take responsibility to shape up those students to develop this skill in their EFL classroom.

Eventually, even though there were some draw backs in this task /activity, tasks for scanning specific information is designed in the text book was relevant enough interms of the intend aim of language, developing reading skills.

### **4.3 Data Analysis of Teachers' Interview**

Analysis of subjective responses of grade 11 English teachers

#### **4.3.1 How tasks are stated in order to Trans code the information to diagrammatic display**

This skill is kind of non- text/ non-verbal information which goes with authentic reading tasks and it should not be textual by itself but accompanied by a text that help learner to be effective reader. In connection to this, Nuttal (1982:52)

According to the above mentioned scholars idea it is relevant for the students however it is given little emphasis.

The interviewee or T1, T2 and T3 responded in a similar way that information transfer material is given very little emphases. Even it is possible to say it is already as neglected business. But in contrary to this, T<sub>4</sub> in his response indicated that as if information transfer skill has no value in reading skill. Therefore, this shows that T<sub>4</sub> lacks awareness about information transfer skills.

By and large, teachers should be encouraged to provide tasks/activities of this skill for learners in EFL classrooms so as to develop integrating reading skill with writing skills.

#### **4.3.2 Do tasks or activities invite students to scan for specific information?**

Scanning for specific information should be set in away that very quick reading technique that help the readers to be closer with the intention of the write and led them to be interested in reading. Meaning that, the reading techniques get the reader to obtain selective information from the reading text. To this effect, Harmer (1991) writers: “Very often we read something because we want to extract specific bits of information find out a fact or two we may look through a film reviews”

In relation to the above reading skill teacher<sub>2</sub>, teacher 3 and teacher 4 answers in a similar was that they said the activities designed in the text is an appropriate. On the other side, teacher<sub>1</sub> respond that only some activities designed for this skill in the text book. On the top of, teacher 1 lacks full information about this skill because this skill provided in seven units in the text out of twelve units. This indicates that, scanning for specific information given due attention that help the reader to be effective in reading according to expected goals, developing reading skills. Doing so, this skill is relevant to the scholars’ idea that stated in different books and it is very important for the learners that facilitate the way how to get the reading.

### **4.3.3 Are tasks of inference questions which require learners to consider what is implied but not explicitly stated? If your response is yes try to point out some examples.**

Yes, even this skill stated in the textbook much more than other skills. For example, some discussion question like:

- In your opinion, why was Maria a better student than her half-brothers?
- In what ways is the culture depicted in this text similar and/or different from your culture?(English for Ethiopia Grade 11, P:46)

Tasks of inferences questions should be designed in the light of deducing the meaning of the text and use of logical and cultural clues of syntax to dig up the meaning of unfamiliar components.

For this skill, T1 and T3 forwarded the same idea, that the task designed for the students to answer what the writer want to say in the text and as if it is designed much more than other skills in the text. On the other hand, T2 gave totally unfit answers that there is no inference tasks or questions stated in the reading text and T4 answers the inference questions as explicitly stated once. This implies that, T2 and T4 have no clear concept of inference questions for all. This means, these teachers did not take the exact direction of shaping students in this skill in order that achieving the intended outcomes, reading skills. However, the questions/ tasks of inferences designed in eleven units out of twelve to enhance the learners understanding of implied meaning of the text. So it is fairly stated according to the scholars say at the top of this analysis.

### **4.3.4 How does the reference questions provided in currently in use English textbook?**

Reference questions/ tasks should get the students to use them as a linking device that permit lexical relation between two independent sentences or

clauses but it is networked piece of information and that are taken repeatedly. When we get to refer the tasks, we are connecting the earlier idea with the latter idea by joining references. According to Grellet (1981:15) said as follows: "Reference covers all the devices that permit lexical relationship with in a text."

For reference questions or tasks different teachers respond differently. This means that T1, T2 and T4 responded that in a wider sense and stressed so much where as T3 turned to opposite direction while giving the response.

For reference questions or tasks some teachers respond in the same way (i.e. the reference questions or tasks designed in an enough amount in different style of teaching such as comprehension questions, listening texts (using pronouns, nouns and some expressions) but T3 expect reading for references as invalid matter for the future career of the learner. This shows that, the teacher is unwarned of reading for references. As a result, the learners of reading for reference lacks how to realize that the tests are made up of independent sentences or clauses by using cataphoric references, anaphoric references, synonyms and etc. And teachers or this class assume that tasks for references as a significant part of language skills that enhance the reading skills.

Thus, the reference questions fairly designed in the reading texts in connection with the expected goals, reading skill.

#### **4.3.5 Does questions/activities stated for relating the text to their own experience?**

The activities that stated for learners to relate the text to their own experience must be clear for use of background knowledge. As a result, they can use actual reading in order to realize the meaning of the text. At most the learners come up with something to the reading text in connection with the general base of understanding and to let the learners to associate the written text to their

life experience while they required as write a summary and report for something in their post-reading stage.

For this question four teachers interviewed and respond in different ways. Doing so, T<sub>1</sub>, T<sub>2</sub> and T<sub>4</sub> respond that the activities/tasks for relating to their own experience is designed in the textbook are an average. And it focused for the learners to answer some tasks based on what already they know before. In opposite, T<sub>3</sub> respond that there is shortage of tasks to relate text with their life experience of certain communities. This shows that, T<sub>3</sub> does not use this activity in away that they are significant for the development of reading skill. Hence, as majority of teachers response the tasks that provided in the text book are an appropriate according to scholars statement that mentioned in the above.

#### **4.3.6 How do the reading tasks/ activities designed in the light of reading for over all ideas/gist?**

The tasks/idea of reading for overall idea/gist should stress the general message of the text that can be carried out without understanding more detailed reading. In other words, reading for overall idea means tolerating trivial causes of misunderstanding while the learners engaging on different tasks in EFL classroom.

As the researcher interviewed four English teachers, about the tasks of reading for overall idea such as T<sub>1</sub>, T<sub>2</sub> and T<sub>4</sub> respond as if the task designed in the text book in a way that help teachers to use variety of techniques. To mean that, the tasks designed in the textbook is provided in both scanning and skimming abundantly (i.e. for general idea and for specific or selective idea, in the text during and after reading stages). Doing so, the learners may get general picture of the reading text as a whole by practicing in different reading techniques. Unlike teacher1, T<sub>2</sub> and T<sub>4</sub>, suggests that, even though the activities stated in the reading text, students unable to practice accordingly. Therefore, this fosters that, T<sub>3</sub> has limitation of ideas around this task and he is unable to help the

learners in grasping the general pictures of the reading text in the currently in use English textbook. In persuade of, the learners hindered in developing reading skills. Ultimately, the tasks of reading for overall idea provided in the text book are in relation to the expected aim of the reading skills and also the activities relevant enough in terms of different scholars' idea.

#### **4.3.7 How Word- attack Skills stated in different reading activities?**

Even though giving more attention for new words is unadvisable in word-attach skills, the word-attack skill is the skill that are needed by very small children at their early reading stage up to foreign language students at higher level. (Nuttal, 1982:6) for both lower and higher level of learners has problems of unfamiliar words in common but it varies from level to level. Giving more attention for new words is not the most significant for understanding because giving more attention to unfamiliar, words can get the students to negative effects on the learners reading habits. The practice of pausing while reading going on to look up dictionary for meaning may let the learners' to be ineffective reader in their EFL classrooms.

Concerning word-attack skills, T3 and T4 respond that words in the text provided for guessing meaning according to the passage and it is also stated in a difficult way. In opposite to this, T<sub>1</sub> and T<sub>2</sub> replayed that the tasks of words are provided in different exercises in matching form. This implies that, as T<sub>1</sub>, T<sub>2</sub> and T<sub>4</sub> responses the vocabulary part of word attack skill followed by various kinds of techniques that open the pave for learners to understand the meaning of words and to have the general understanding of the text.

Word knowledge is very important for learners from lower level up to higher level. In other words, knowing word means knowing word meaning, word use, word formation and word grammar (Harmer: 1993, 158). Therefore, the word attack skills stated in a good way that match with the idea of scholars.

#### **4.3.8 Are questions /tasks foster main idea in the reading activities?**

Reading for main idea should be stated in the text book in order that students get the general theme of the text. Because, unless, the text foster the core message the learning outcomes of reading couldn't be achieved. To master the reading skills, learners should practice tasks that get them to find out main ideas from the text.

To this effect, four teachers interviewed about activities of reading for main idea, T<sub>1</sub>, T<sub>3</sub> and T<sub>4</sub> respond in a similarly way that questions/tasks fosters the main idea are designed in the text book in different units. But T<sub>2</sub> responds that reading for main idea stated in the text in a wider sense which contradict with what is designed in the text book. This shows that, T<sub>2</sub> lacks awareness about this skill of reading and as a result such kind of approach led the teacher to be complicated in teaching learning process. So this make teachers unable to help the students in such a way that enhancing reading skills. Moreover, lack of awareness of teachers in skills of reading results some drawbacks for learners/readers in understanding the message of the text when reading carried out. Most importantly, teachers and textbook designers should focus in providing an optimum task of this skill in the textbook for the readers.

## **CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION**

### **5.1 SUMMARY**

This study has tried to analyze the reading activities in the light of its implementation by grade 11 students whether referential, inferential, evaluative and other questions presented in the textbook and/or different comprehension questions stated in the text in connection to the intended goals, developing reading skills and the effectiveness of the language skills.

Accordingly, analysis done briefly based on data from grade 11 English in use, students' questionnaire and teachers' interview. Thinking about, from eleven items/reading skills six were presented in the text and implemented below average. For instance, reading for detail and distinguishing facts from opinion designed in two units out of twelve, reading for main idea and word-attack skills stated in three units from twelve, tasks/activities of information transfer skill designed in four units, tasks/activities for predicting skills set up in nearly half, (five units). Meaning that, in terms of the above description, all these tasks designed so as to develop reading skills, they are some how an optimum that suits the effectiveness of reading skill. Next to this, reading for over all idea, for references and reading for related to their own experience designed in a similar ways, in six units each. This shows that, the activities in the text were set up in moderate ways that help readers to enhance the language skills through practicing different reading activities.

The third part of items/tasks such as reading for specific information (scanning) stated in seven units and reading for inferences designed in eleven units out of twelve. This indicates that, these two items/activities were designed more than average and both assist the readers to develop the reading skill by using reading for selective purpose/scanning and by applying tasks of inferences that get the learners to deduce the text by understanding

the intention of the writer. Most importantly, reading for inferences help the learner/reader to realize what the writer wants to convey the meaning via the reading text. Hence, next to those an average tasks/items, these two items should be encouraging, in advance.

In conclusion, furthermore, the analysis of students' questionnaire, teachers' interview and recommendation points embodies in the present study precisely.

## **5.2 CONCLUSION**

In the present study the research embraced introduction part, review related ideas, research design, data analysis and interpretation, and recommendation points at the end.

To this effect, the data analysis of the textbook contains eleven items such as predicting skills, reading for: over all idea, main idea, details, specific information, inferences, references, word-attack skills, information transfer skills, distinguishing facts from opinion and relating to their own ideas.

As the analysis indicates, predicting skills designed in the text was below average (i.e., 22% from the whole tasks in the reading parts). Although it contains more than half percents of gap-filling activities, it provided only in one unit, unit five.

The second data, reading for over all idea/gist designed in the text was in half units from twelve units and it is nearly moderate (40% from the whole activities). Even though this skill organized in less than half percent Wh-questions, somehow it is an appropriate in terms of reading skills.

As the analysis result shows that, activities of reading for main idea provided in the text in the lowest amount of all other skills. But the question that set for it was more than half percent personal response question. So these revealed that, even though this skill was provided in the list amount of other skills, questions that designed for was more than half and better off.

Similarly, reading for details stated only in two units out of twelve units and with below forty percent Wh-questions.

These shows, that the skill of detailed reading did not organized in the textbook appropriately.

Reading for specific information (scanning) designed in more than half units with nearly fifty percent tasks from the whole. Therefore, reading for scanning shows fairly distribution in both units and question types.

Reading for inferences that compared to other skills was stated in almost all units and it holds nearly ninety percent tasks from the whole textbook.

This shows that, the distribution of this skill was more than average and well-oriented type maximum enough compared to other skills in currently in use English textbook of grade 11. Thus, this skill should be encouraging in terms of the intended goals of English language, developing reading skill.

The skills of reading for references provided in the text moderately both in different units and tasks/question types in the text compared to other skills.

Reading for word-attack skill designed in the text only in three units with two question types. Since word-attack skill is very significant for the development of reading skills, the least amount of design is not advisable in the future both for teachers' and textbook makers. On the other side, information transfer skill stated in the text below half of the whole units in the text.

Even though, information transfer skill was designed in less amount in the text, it has vital roles for the readers. In the same way reading for distinguishing facts from opinion provided in the reading text was again few but it has undeniable result in reading skill.

Subsequently, it is better giving more emphases for this skill to design as relevant enough as possible.

Reading skills to relating to their own experiences designed in the textbook was average enough. However, in the light of its significance, it is better for students to develop the reading skill, for material makers to give higher stress when designing carried out and for teachers' during implementation takes place.

Moreover, for the sake of triangulation of the study, questionnaire and interview for both the students' and teachers' administered and analyzed in connection to the obtained data. Finally, the comprehensible recommendation ideas were included in the current study thoroughly.

### **5.3 RECOMMENDATION**

Based on the findings obtained from the present study, the following recommendations were made:

1. Teachers should aim at practicing or implementing all the possible reading skills in integrated forms.
2. The tasks should include questions of: references, inferences, personal responses, evaluating questions, tasks for over all idea and others.
3. There should be more emphases on whether the comprehension questions stated in the text book in relation to the intended objectives and the success of reading skills.
4. Teachers should use varieties and flexibility of tasks in communicative approach.
5. Teachers and students should be motivated for a head of different tasks/activities in a way that relevant to the expected aims of developing reading skills.
6. The text book designers and curriculum developers should give due attention for an optimum design of reading activities/tasks in the textbook for the EFL learners.

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## APPENDIX A

Summarized data of reading skills frequencies, percents and place of skills in the units of grade 11 English Textbook

<b>No</b>	<b>Reading skills</b>	<b>Frequency</b>	<b>Percents</b>	<b>Units</b>
1	Predicting skills (guessing)	22	5.7	1,3,4,5,11
2	Reading for over all idea /gist/	40	10.4	2,4,5,7,8,9
3	Identifying main idea	10	2.6	3,7,8
4	Reading for details	26	6.8	1,3
5	Reading for specific information (scanning)	42	10.9	2,3,4,6,9,10,12
6	Reading for inferences	89	23.2	1,2,3,4,5,6,8,9,10,11,12
7	Reading for references	58	15.1	1,3,4,8,9,12
8	Word- attack skills	18	4.7	1,2,3
9	Information transfer skills	36	9.4	1,3,6,11
10	Distinguishing facts from opinion	11	2.9	4,12
11	Relating to their own ideal /experience)	32	8.3	2,3,4,5,6,10
<b>Total</b>		<b>384</b>	<b>100%</b>	<b>12</b>

Then tables below show whether the listed tasks of reading skills are available in different varieties and flexibility in each unit in the textbook.

### Predicting skills (guessing)

Units	Type Of Questions									Frequencies	Percents
	M. choice	/T/ False	Matching	Completion Questions.	Gap-fillings Qs.	Wh-Qs	Litera Com. Qs.	Evalu ative Qs.	Personal Respons e Qs.		
1						1				1	4.5
3						3		3		6	27.3
4						1				1	4.5
5					13					13	59.1
11							1			1	4.5
Total					13	5	1	3		22	100%
%					59.1%	22.1%	4.5%	13.6%			

## Reading for over all idea /gist/

Unit s	Type Of Questions									Frequencies	Percents
	M. choice	/T/ False	Matching	Completion	Gap- fillings	Wh-Qs	Litera comp.Qs	Evalua comp.Qs	Personal respons.Qs		
2				4		1				5	12.5
4								4		4	10
5		8							3	11	27.5
7						11				11	27.5
8			7							7	17.5
9							2			2	5
Total		8	7	4		12	2	4	3	40	100%
%		20%	17.5%	10%		30%	5%	10%	7.5%		

## Reading for Main ideas

Units	Type Of Questions									Frequencies	Percents
	M. choice	/T/ False	Matching	Completion	Gap- fillings	Wh-Qs	LiteraCo m.Qs	Evalu Com. Qs	Personal resp. Qs		
3									3	3	30
7				3						3	30
8									4	4	40
Total				3					7	10	100%
%				30%					70%		

## Reading for details

Units	Type Of Questions									Frequencies	Percents
	M. choice	/T/ False	Matching	Completion	Gap- fillings	Wh-Qs	LiteraC om.Qs	Evalua Com. Qs	Personal resp. Qs		
1		8								8	30.8
3			8			10				18	69.2
Total		8	8			10				26	100%
%		30.8%	30.8%			38.5%					

### Reading for specific information (scanning)

	M. choice	/T/ False	Matching	Completion	Gap- fillings	Wh-Qs	Litera Com.Qs	Evalua Com. Qs	Personal resp. Qs		
2	6									6	14.3
3						4	2		1	7	16.7
4						2				2	4.8
6							10			10	23.8
9			13							13	30.9
10							3			3	7.1
12									1	1	2.4
Total	6		13			6	15		2	42	100%
%	14.3%		30.9%			14.3%	35.7%		4.8%		

## Reading for Inferences

Units	Type Of Questions									Frequencies	Percents
	M. choice	/T/ False	Matching	Completion	Gap-fillings	Wh-Qs	Litera Com.Qs	Evalua Com. Qs	Personal resp. Qs		
1								2	1	3	3.4
2						7			4	11	12.4
3									1	1	1.1
4								4	1	5	5.6
5				6		11		1	6	24	27
6	7					1				14	15.7
8						3				3	3.4
9							4		6	10	11.2
10				9					1	10	11.2
11						1		3		4	4.5
12								1	3	4	4.5
Total	7			15		29	4	11	23	89	100%
%	7.9%			16.9%		32.6%	4.5%	12.4%	25.8%		

## Reading for References

Units	Type Of Questions									Frequencies	Percents
	M. choice	/T/ False	Matching	Completion	Gap-fillings	Wh-Qs	LiteraCom.Qs	EvaluCom. Qs	Personal resp. Qs		
1			10						2	12	20.7
3			11							11	18
4			7							7	12.1
8	5		4			1			10	20	34.5
9				7						7	12.1
12									1	1	1.7
Total	5		32	7		1			13	58	100%
%	8.6%		55.2%	12.1%		1.7%			22.4%		

## Word- Attack skill

Units	Type Of Questions									Frequencies	Percents
	M. choice	/T/ False	Matching	Completion	Gap-fillings	Wh-Qs	LiteraCom.Qs	EvaluCom. Qs	Personal resp. Qs		
1			6							6	33.3
2					5					5	21.7
3			9							9	50
<b>Total</b>			15		5					23	100%
%			83.3%		21.7%						

## Information Transfer Skill

Units	Type Of Questions									Frequencies	Percents
	M. choice	/T/ False	Matching	Completion	Gap-fillings	Wh-Qs	LiteraCom.Qs	EvaluCom. Qs	Personal resp. Qs		
1						3				3	8.3
3			7	13						20	55.6
6				10						10	27.8
11				3						3	8.3
Total			7	26		3				36	100%
%			19.4%	72.2%		8.3%					

## Distinguishing Facts from Opinion

Units	Type Of Questions									Frequencies	Percents
	M. choice	/T/ False	Matching	Completion	Gap-fillings	Wh-Qs	LiteraCom.Qs	Evalu Com. Qs	Personal resp. Qs		
4			10							10	90.9
12								1		1	9.1
Total			10					1		11	100%
%			90.9%					9.1%			

## Relating to their own idea /Experience/

Units	Type Of Questions									Frequencies	Percents
	M. choice	/T/ False	Matching	Completion	Gopfillings	Wh-Qs	LiteraC om.Qs	Evalua Com. Qs	Personal resp. Qs		
2						4			1	5	15.6
3						6			1	7	21.9
4									2	2	6.3
5									2	2	6.3
6							10	4	1	15	46.8
10						1				1	3.1
Total						11	10	4	7	32	100%
%						34.4%	31.3%	12.5%	21.9%		

# **APPENDIX B**

**Addis Ababa University**

**Graduate studies**

**College of Humanities, Languages studies, Journalism and communication**

**Department of Foreign language and literature – TEFL**

Questionnaire to be filled by Grade 11 students

Dear students,

By now, I am conducting the research on analysis of reading activities with regard to grade eleven students. As you learnt English as a subject and involved in reading part of skills in different activities, your sincere responses to the given questions below are of great help for the achievement of my study. For this mater, I kindly request you to give your responses genuinely and confidentially.

Thank you for your nice cooperation!

## **Part I General information**

1. School \_\_\_\_\_
2. Grade and section \_\_\_\_\_
3. Stream (tick)
  - Natural science
  - Social science
4. Sex –Male  Female

## Questionnaire for students

### Part II

#### Instruction

Please read the following items and then indicate your response by putting the ( √ ) mark under the scale always, usually, sometimes, rarely and never.

No	Items	Always	Usually	Sometimes	Rarely	Never
1	The learners practices the personal response questions in English					
2	There are tasks / activities of reading for overall idea /just when reading going on					
3	There are activities / tasks for guessing meaning which are provided in the text.					
4	Questions / tasks of hidden information that help learner top consider what is implied are presented in the reading textbook.					
5	The currently in use textbook of grade 11 is full of tasks with information transfer materials, to transfer (maps, diagrams, tables, charts, etc.) on to the text or vice versa.					
6	There are tasks or activities including questions of evaluation at the end of reading adequately in the text.					
7	There are questions that stated for main idea in the reading text.					
8	There are questions that provided for relating to their own experience in the reading text.					
9	The currently in use grade 11 English text book contains word-attack skills sufficiently					
10	There are activities for scanning specific information in the reading text for the readers					

## APPENDIX C

**Addis Ababa University**

**Graduate studies**

**College Of Humanities, Languages Studies, Journalism and  
Communication Department of Foreign Language and Literature –  
TEFL**

Structured Interviews will be provided for Grade 11 English Teachers

Dear Teachers,

At present, I am conducting research on analysis of reading activities with regard to grade eleven English textbook. This interview is designed in order to get relevant data for the study. With respect to this, your response will have much significance to the real success of the research. Therefore, you are kindly requested to read each item thoroughly and give your genuine response. I would like to assure you that the whole information would be confidential and may use for my study purpose accordingly.

Thank you for your time

### Part I/ General Information

1.1 sex \_\_\_\_\_

1.2 Age

Below 20       between 21-30       between 31-40

Between 41-50       Above 50

1.3 qualification

Diploma       Degree       second Degree

1.4 work experience

Teaching in general \_\_\_\_\_

Teaching in preparatory \_\_\_\_\_

**Part II/ Interview Questions**

The interview will be provided in open ended form that the teacher might be free to respond it.

1. How tasks are stated in order to transcode the information to diagrammatic display and vice-versa? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2. Do the tasks or activities invite students to scan for specific information

\_\_\_\_\_  
\_\_\_\_\_

3. Are tasks of inference questions which require learners to consider what is implied but not explicitly stated? If you response is Yes, try to point out some examples? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

4. How do the reference questions provided in currently in use English text book? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

5. Are questions/ activities stated for relating to their own experience?

\_\_\_\_\_  
\_\_\_\_\_

6. How do the reading activities /tasks designed in the light of reading for overall activities?

\_\_\_\_\_  
\_\_\_\_\_

7. How word-attack skills stated in different reading activities?

\_\_\_\_\_  
\_\_\_\_\_

8. Are questions/ tasks foster main idea in the reading activities?

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## **Declaration**

I, the undersigned, declared that this thesis is my original work and has not been presented for a degree in any other university. Moreover, all sources of material that used for the thesis have been duly acknowledged.

Name: Paulos Gadebo Gujubo

Signature: \_\_\_\_\_

Date: \_\_\_\_\_