



ADDIS ABABA UNIVERSITY

**COLLEGE OF HUMANITIES, LANGUAGE STUDIES AND
JOURNALISM AND COMMUNICATION**

DEPARTMENT OF FOREIGN LANGUAGEs AND LITERATURE

**EVALUATING THE DOMINANT GENRES OF READING TEXTS
AND THEIR APPROPRIATENESS FOR TEACHING READING
SKILLS: GRADE 11 ENGLISH FOR ETHIOPIA IN FOCUS**

BY

ZEGEYE FIRE

AUGUST 2024

ADDIS ABABA, ETHIOPIA



**EVALUATING THE DOMINANT GENRES OF READING TEXTS
AND THEIR APPROPRIATENESS FOR TEACHING READING
SKILLS: GRADE 11 ENGLISH FOR ETHIOPIA IN FOCUS**

By: Zegeye Fire

Advisor: Hailu Gutema (PhD)

**A Thesis Submitted to the Department of Foreign Languages and
Literature in Partial Fulfillment of the Master's Degree in English
Language Teaching**

August 2024

Addis Ababa, Ethiopia

Addis Ababa University

Department of Foreign Languages and Literature

**Evaluating the Dominant Genres of Reading Texts and their
Appropriateness for Teaching Reading Skills: Grade 11 English for
Ethiopia in Focus**

By

Zegeye Fire

Approved by Board of Examiners

_____	_____	_____
Advisor	Signature	Date
_____	_____	_____
Internal Examiner	Signature	Date
_____	_____	_____
External Examiner	Signature	Date

STATEMENTS OF THE AUTHOR

I honestly declare that this thesis is my own original work and I certify that all the material in this study which is not my own work has been identified, cited and referenced in accordance with academic rules, regulations and ethical considerations.

This thesis has been submitted to the department of foreign languages and literature at Addis Ababa University in partial fulfillment of the requirement of Master's Degree in English Language Teaching (ELT). I solemnly declare that this thesis is not allowed to any other institution for the award of academic certificate, diploma and degree.

Brief quotation from this thesis without special permission is possible if accurate and complete acknowledgment of the source is made. Request for permission for extended quotation in part or in whole may be granted by the head of school or department or the dean of post graduate school when his or her judgment is the interest of scholarship. In all other instances, however, permission must be obtained from the author of the thesis.

Name: Zegeye Fire

Signature: _____

Date of submission: _____

ACKNOWLEDGMENT

First of all, I would like to thank the almighty God for giving me courage and firmness to complete this study .Next; I would like to express my deepest gratitude to my advisor Hailu Gutema (PhD) for his unreserved investment of expertise, time and constructive suggestions. I would also gratefully acknowledge English department of Addis Ababa University for its financial support. In addition, an equal gratitude goes to my coordinator Girma Gezahagn (PhD) for his restless communication through his email and cell phone. Then, I extend my thanks to selelkula secondary school principal, grade 11 students and English teachers who offered me their support during interview and questionnaire administration. Finally, my deepest gratitude also goes to my family and all my friends for their life long inspiration, encouragement and emotional support.

ACRONYMS AND ABBREVIATIONS

CLT –	Communicative Language Teaching
EFL –	English as a Foreign Language
ELT –	English Language Teaching
ESL –	English as a Second Language
MOE –	Ministry of Education

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENT.....	i
ACRONYMS AND ABBREVIATIONS	ii
LIST OF TABLE	vi
ABSTRACT.....	viii
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2. Statements of the Problem.....	4
1.3 Objectives of the Study	7
1.4. The Scope of the Study	8
1.5. Significance of the Study	8
1.6 Limitation of the Study	9
1.7. Definitions of Key Terms and Abbreviations	9
CHAPTER TWO: REVIEW OF RELATED LITERATURE.....	11
2.1 Introduction	11
2.2 Definitions of Reading	11
2.3 Definitions of Reading Texts	12
2.4 Types of Texts.....	12
2.4.1 Literary Texts	13
2.4.2 Factual Texts.....	14
2.5. Criteria for Texts Selection	16
2.5.1 Students Related Factors	16
2.5.2 Text Related Factors.....	18
2.6. Criteria for Evaluating Literary Texts	19
2.7. Reasons for Using Literature in Language Teaching.....	21
2.8. Advantages of Using Literature in the Language Classroom	23

2.9. Challenges of Using Literature in the Classroom	26
2.10. Developing Reading Materials.....	26
CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY	28
3.1 Introduction.....	28
3.2 The Research Method.....	28
3.3 Sample Size and Sampling Techniques	29
3.4 Data Collection Tools.....	30
3.5 Procedures of Data Collection and Method of Analysis	33
3.5.1 Procedures of Data Collection	34
3.5.2 Data Analysis Techniques	34
3.6 Validity and Reliability Check.....	35
3.6.1 Validity	35
3.6.2 Reliability	36
3.7 Ethical Considerations.....	38
3.7.1 Maintaining Confidentiality and Anonymity	39
3.7.2 Voluntary Participation and Informed Consents	39
CHAPTER FOUR: RESULTS AND DISCUSSIONS.....	40
4.1 Introduction.....	40
4.2 Respondents (Study Population) Demographic Profile	40
4.3 Data from Content Analysis.....	41
4.3.1 The Dominant Genres of Reading Texts in Grade 11 English.....	41
4.3.2 Evaluating the Appropriateness of some Selected Literary Texts Based on the Criteria of Text Selection.....	48
4.4 Data from Students' Questionnaire.....	53
4.5 Teachers' Interview Results	65
4.6. Discussion	70
4.6.1 The Dominant Genres of Reading Texts in Grade 11 English Students' Book 71	

4.6.2 The Distribution of Reading Texts Per Units	71
4.6.3. The Extent to which the Reading Texts Meet the Criteria for Text Selection and Evaluation	71
4.6.4. The Appropriateness of Reading Texts for Students' Grade Level, Cultural Setting and English Language Competence	72
4.6.5. The Extent of Reading Texts to Satisfy the Rationale for Using Literature to Teach Reading Skills	72
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	73
5.1 Summary	73
5.2 Conclusions	75
5.3 Recommendations	76
REFERENCES	78
APPENDICES	83

LIST OF TABLE

Table 1: Student Respondents' Background profile	40
Table 2: Teacher Respondents' Background profile	41
Table 3: Main categories of reading texts in grade 11 English based on Kathy Anderson's (1998) method of classification	42
Table 4: The frequency of reading texts per units in grade 11 English text book	43
Table 5: Analysis of text types based on their dominant generic structures and language features in grade 11 English.....	44
Table 6: Specific text types in grade 11 English based on their forms.....	45
Table 7: Major reading text types in grade 11 English based on the dominant communicative purpose	47
Table 8: An Evaluation on the appropriateness of literary texts entitled as Oweka learns a lesson, Night of scorpion, Operation rhino and leaving Miguel Street based on their length, linguistic level and cultural familiarity.....	49
Table 9: An evaluation on the appropriateness of the literary texts entitled as Acoli cooking, the Tale of tape, from the African child and why the old woman limps based on their length, Linguistic level and cultural familiarity.	50
Table 11: An Evaluation on the literary texts (Acoli cooking, the tale of tape, from the African child and Why the old woman limps) based on their exploitability, relevance and interestingness.....	52
Table 12: Students' response on the appropriateness of reading texts based on the selected criteria related to students	53
Table 13: Students 'response on the appropriateness of reading texts based on the selected text related criteria	55
Table 14: Students' response on the interestingness and motivational level of reading texts incorporated in grade 11 English.....	57
Table 15: Students' response on the relevance of reading texts' content.....	59

Table 16: Students' response on beneficial level of literary texts for students' general language improvement.....	62
Table 17: Teachers' response on the challenges of using reading texts, factors that affect students' understanding of texts and advantages of using literary texts.....	65
Table 18: Teachers' response on real life applications of reading texts, role of visual supports and students' preferences on reading text types.....	68

ABSTRACT

The main objective of this study was to evaluate the dominant genres of reading texts and their appropriateness for teaching reading skills in grade 11 English for Ethiopia text book at selelkula secondary school. To achieve this objective, both qualitative and quantitative research method was employed. The participants of the study were grade 11 students and teachers at selelkula secondary school. To conduct this study, three data gathering tools were used. Content analysis was used to examine the dominant genres of reading texts. Students' questionnaire was used to collect relevant data from 30 students. Interview was conducted with 5 purposefully selected ELT teachers from selelkula secondary school. The collected data was qualitatively and quantitatively analyzed. Data from interview was analyzed and interpreted qualitatively through narration; whereas, the data from students' questionnaire was expressed quantitatively. The findings of the study revealed that the majority of reading texts in grade 11 English have factual message, dominantly narrative generic structure or feature and dominantly narrative communicative purpose. On the other hand, the study found that the majority of reading texts contain average length, fairly exploited, relevant content and are culturally foreign.. Moreover, most reading texts are extracted from autobiographies, magazine articles and newspaper reports. The study also found that the majorities of reading texts are fairly appropriate for students' age, grade, maturity level and cultural background knowledge. However, some are linguistically difficult; contain long and complex sentence structure with difficult vocabulary and with less motivational level. Based on the findings, therefore, textbook writers and teachers should consider the students' age and grade level, cultural background, linguistic ability, literary background, learnability and exploitability of the texts, authenticity and appropriate genres of texts when they select and adapt reading materials in teaching course book.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

This study has been designed to analyze dominant genres of reading texts and their appropriateness for teaching reading skills in grade 11 English for Ethiopia. The importance of integrating reading texts in teaching materials and syllabuses aims to promote students' literary competence, linguistics competence and personal development. In order to achieve this goal, it is often suggested that texts that chosen should meet students' linguistic need, their background, culture, religious, tradition, attitude and interests.

Learning reading skills is essential for learners of English as a second or foreign language. Carrel (1988) stressed that reading skills is one of the most important macro skills for students' academic progress, achievement and development in their present and future professional careers where English is used as a second or a foreign language. To achieve this, it is necessary to find more efficient pedagogy that enables the learners to become more proficient readers. Like in many other skills, the use of authentic materials in teaching reading in EFL classes gives students contexts are useful since they use natural language. Long (1986) argues that literary texts expose students to a wide variety of authentic language that has the power to motivate students to read a lot. This is to mean, literary texts use real life like language that provides students contexts that promote interaction in reading comprehension.

English is an international language used for communication with other people from different country. The importance of English in communication now a day raises high demand to learn and master English including students of secondary schools. Students are expected to master the four English language skills. Among the four skills, the researcher gave emphasis on reading. One way to have good reading skills is through understanding of its texts type. Beaugrade and Dressler (1981: 186) state that text types are a set for producing and processing text occurrences and hence acts as a prominent determinant of efficiency, effectiveness and appropriateness. According to Mark and Anderson (1998),

text types are a very important aspect to study, it helps rise to comprehend how we are capable of producing and understanding texts.

Literary materials and teaching reading skills have a strong relationship after the advents of communicative language teaching approach in and around the world. Teaching reading using literary texts is to create a long term and valuable effect upon the learners' linguistic and extra linguistic competencies. It is believed that the use of literary materials in reading lessons have great influence in promoting learners with literarily transfer skills , communication competencies and collaborative skills (Murat , 2005)

Literature and language are not only linked, but also integrated. The link between them is very described as a symbiotic. They are considered to be like the two sides of coin. It is impossible to imagine literature without language as it is a medium to exchange information. On the other hand, literature expresses and develops the language through reading, writing, speaking and listening. It gives opportunity to develop vocabulary acquisition, relevant skill sets, different language structures, critical thinking skills and various reading strategies. Literature is deep rooted in language and language gets life through literature. Language is a medium of communication. If we talk about literature, it adds something in the beauty of language, used in ELT for the development of knowledge about the language. Therefore, as language come into existence before literature, literature come into existence because of language. This implies, we learn literature through language and vice versa. Many scholars (Lazar, 1993; Collie and Slatter, 1994; Ur, 1996; Carter and Long, 1996; Pison, 2000; Maley, 2001) have discussed the various advantages of using literature as a language teaching resource. Literary texts provide opportunities for multi-sensorial classroom experiences and can appeal to learn with different learning styles. Literary texts offer a rich source of linguistics inputs can help learners to practice the four major skills and sub skills. In addition to exemplifying grammar structures and presenting new vocabulary, Literature can help learners to develop their understanding of other cultures, awareness of differences and develop to learn and understand.

English as an international language has a pivotal role in disseminating knowledge, skills and attitudes to both teachers and students. In Ethiopia, it is used as a medium of

instructions in secondary school and higher educations. English can be taught by using different resource. Among others, literature is integrated as a resource material of teaching English language. Literary texts show students new ways to view the world around them by constructing meaning from the text bringing their experiences into play (Mohammed, Amir and Rahimi , 2020) .Due to the various roles and contributions of literary materials for language teaching purpose , Yenielem (2014) asserted that literary texts are now part of the Ethiopian English language curriculum and syllabus .For this reason , literary texts like short stories , poems and biographies have been used as a fundamental and decisive inputs integrated in Ethiopian grade 11 students text book.

At the same time, literary texts can deal with universal themes such as love; war and loss that are not always covered in the sanitized world of course books. Literary texts are representational rather than referential (Mc Rae, 1994). Literary works help learners to use their imagination, enhance their empathy for others and lead them to develop their own creativity. They also give students the chance to learn about literary devices that occur in other genres.

Researchers who advocate the use of literature to teach FL list several benefits of it. For example, Lazar (1993) cited in Ubukawa and Miyazaki (2003) proposes six purposes for using literature in the language classroom: motivating material access of cultural background, encouraging language acquisition, expanding students' language awareness, developing interpretative abilities and educating the whole person. Van (2009) also cited in Bogherkazemi and Alemi (2010) illustrates some advantages of literature in the EFL classroom as follow. First, it provides contexts. Second, it involves profound range of vocabularies, dialogues, and prose. Third, it appeals to imagination and enhances creativity .Fourth, it develops cultural awareness, and finally, it is in line with CLT principles. Therefore, motivation, authenticity, cultural or intercultural awareness, intensive or extensive reading practice, sociolinguistics, pragmatics knowledge, vocabulary and grammar knowledge, language skills, emotional intelligence and critical thinking are pay offs lists of using literature in EFL classes (Khatib, et al, 2011).

Accordingly, a number of scholars and researchers argue that reading literary texts can develop students' exposure to learn and practice various communicative and linguistics

competencies (Murat, 2002). Lazar (1993:19) says, “Literature is a particularly good source for developing students’ ability to infer meaning and to make interpretations. “ This is because literary texts are often rich in multiple level of meaning .The role of literary texts are taken as a basic components and source of a language curriculum. This is one of the reasons that many teachers consider the use of literary texts in language teaching as an interesting and worthy concern (sage, 1987)

Collie and Slater (1990) suggested four main reasons which attract language teachers to use literature in the classroom. First, literature is an authentic materials. Second, it increases the personal involvement of the leaners. Third; literary materials can be a resource of language teaching due to its cultural and language enrichment. Last, its universality, non- triviality, personal relevance, variety, interest, economy and suggestive power.

The currently used Ethiopian grade 11 English text book incorporates various genres of reading texts. Thus, the researcher aimed to assess the suitability of the reading texts depending on the established criteria of language material evaluations.

1.2. Statements of the Problem

As it is stated in the introduction section of this chapter, the English language plays a very important role in the major aspects of life in this globalization era. It is the most widely spoken language in the world. It has been used as a medium of instruction in Ethiopian secondary schools. Despite its prominent position in secondary schools of Ethiopia, students’ level of performance in English language reading comprehension is reported to be declining. Teshome (2001) confirmed that the English language competence of students is unsatisfactory for their level. This poor performance of students in English language is attributed to factors such as teaching methodology of teachers, quality of teachers’ training, quality of curricular materials, the evaluation system, and lack of continuous training and attitude of both teachers and students (Rogers, 2001; Cross, 1995). Of the determinant factors which were identified to be the inadequacy of students’ ‘performance in English reading comprehension, the selection of appropriate text types for teaching reading skills in grade 11 English text book is given

emphasis in this study .The difficulty that students encountered while using reading texts during the researcher's teaching practice constitute a part of his motivation to conduct this study.

Though the literary text are proved to be core materials in teaching reading and other skills, there are another factors that needed to be considered. One of the basic factors is text selection. different scholars like Maley (20001), McRae (1997), Lazar (1993), Collie and Slater (1994) and Hill (1994) stressed that text selection should consider a crucial factors in making literature as a resource material for language teaching .In view of this, factors such as students 'needs, interests, cultural background and language level should be considered to select appropriate reading texts (Collie and Slater, 1994). Lazar (1993) also asserts that the text should be within the students' linguistic, literary, intellectual and emotional capacity.

The current English text book for grade eleven has included various text genres to develop students' reading skills corresponding to the national program and academic needs of the students. This text book is produced in line with communicative approach (MOE, 1994). But, the reading ability of students is unsatisfactory and this ends students' low reading comprehension from the expected level. In Ethiopia, to develop students' reading skills, much effort has been done by different stake holders such as material designers and course books developers. Now days, reading texts are integrated in language teaching materials. In line with this, in grade 11 student's text book, reading texts are incorporated as a key material to teach reading skills. However, in researcher's study area much complaints forwarded concerning about the relevance of text genres of reading texts to teach reading skills.

The researcher from his experience noticed that in Selekula secondary school, the majority of grade 11 students have made criticism on the appropriateness of reading texts integrated in their English text book because they fail to read and comprehend them. This problem is magnified especially while they use literary texts. The researcher experienced that many students try to read a story or poem as they were guided by the teacher but immediately lose the interest with which they start reading the text. Reminding this situation, the researcher has been worried about this problem because students' low

performance in reading comprehension hardly impacts their academic success. According to Haregewoine (2007) study, in Ethiopian secondary school; still the low quality of teaching materials worsens students' reading proficiency. All these issues need relentless effort to improve the situation. The current study attempts to expose the challenges that grade 11 students are encountered while using reading texts in teaching and learning reading skills in EFL class.

Research outcomes of Vethaman (2010) and Bobkina and Dominguez (2014) strongly recommended the need to evaluate language courses containing literary texts as a resource material. Bobkina and Dominguez's (2014) study, for example, suggests more research on a systematic evaluation of different language courses which use literary texts. In addition, in Ethiopia, research findings have reported complaints about the suitability of reading materials for students.

Apart from some researchers outside our country, different local researchers conducted related studies to this research topic. For example, Yitagesu (2017) conducted a study on investigating the role of literary texts in developing students' reading comprehension in grade 9. Similarly, Ketema A and Tadesse A (2012) investigated teachers and students' views towards using literary texts in EFL class. Kefyalew et al (2013) propose that texts in teaching reading skills provide opportunity to develop understandings and promote problem solving ability. Furthermore, Ibrahim Mohammed (2014) made an assessment on the suitability of literary texts to Sudanese secondary schools. "But the present study area as an Ethiopian context is different from Sudanese context. Hence, the aim of this researcher to conduct this study is to fill the gap that those researchers failed to address.

Therefore, what makes this study differ from Yitagesu (2017), Ketema (2012), Kefyalew et al (2013) and Ibrahim Mohammed's (2014) work is the fact that all these researchers focused only on investigating students' views in using literary texts, their suitability and the role of only these imaginative texts to develop reading comprehension. These studies were also conducted in different contexts. For example, Ibrahim Mohammed's study was conducted in Sudanese secondary school. However, the current study focuses on evaluating the entire genres of reading texts (literary, nonliterary and poetry) integrated in grade 11 English text book and differ from the above research works in

terms of grade level ,research context, scope, knowledge and perception, sample size and methodology used. Therefore, evaluating the dominant genres of reading texts and their appropriateness for teaching reading skills in grade 11 makes the study differ from the above studies and will fill the gap that those researcher are failed to do so .

Therefore, the present study attempts to answer the following research questions:

- What are the dominant genres of reading texts in the currently used Grade 11 English text book?
- To what extent are the reading texts distributed in each units of grade 11 English?
- To what extent do the reading texts meet the criteria for text selection and evaluation?
- To what extent do the selected reading texts in grade 11 English appropriate for students' grade level, cultural setting and linguistic competence?
- To what extent do the reading texts in grade 11 English satisfy the rationale for using literature to teach reading skills in EFL class?

1.3 Objectives of the Study

A. General objective

The general objective of this study is to evaluate the dominant genres of reading texts and their appropriateness for teaching reading skills.

B. Specific objectives

Specifically, this study aims:

- To identify the dominant genres of reading texts used in grade 11 English course books.
- To analyze the distribution of reading texts per units in grade 11 English.
- To examine the extent to which the reading texts meet the criteria for text selection and evaluation
- To investigate the suitability of reading texts to students' grade level, cultural background and English language proficiency.

- To assess the degree to which the reading texts satisfy the rationale for using literature to teach reading skills.

1.4. The Scope of the Study

In order to manage the collected data, the study was delimited at Selekula senior secondary school. The school is located in Derra Woreda, Oromia region. Although there are various genres of reading texts that are taught in different grade level, this study was specified to evaluate only the dominant genres of reading texts integrated in currently used grade 11 English text books and their appropriateness for teaching reading skills. The reasons why the researcher was restricted to grade 11 English are: First, grade eleven English text books was interesting and convenient for the researcher to access more information because the researcher has taught it for many years. Second, grade 11 English was chosen because many English teachers who teach in this grade complain that the students often have poor reading comprehension that lead them to low academic performance. Third, the researcher needs to save the economy of time and money. Finally, from the total number of population, the study covers only 30 students and 5 teachers as a sample.

1.5. Significance of the Study

In Ethiopian school English text book, reading skills is one of the major skill areas to be taught in English course .Students at all levels of education are expected to develop their reading ability. However, according to Atkins et al (1996) many high school students are weak in English language reading ability. This weakness has great impacts on their studies and academic performance or success. For that matter, reading literary materials should be carefully selected and adapted .But complaints has been heard from teachers and students about the appropriateness of literary texts particularly for teaching reading skills. The researcher, from his experience, encountered this problem in his study area. The main objective of this study is to evaluate the dominant genres of reading texts and their appropriateness for practicing reading skills. Therefore, this study suggests constructive recommendations on selection and adaptation of reading materials while preparing text book.The study also shows important ways to overcome challenges of

using literary texts for students' linguistic level, cultural background and motivation. Furthermore, the study intended to recommend teachers to add appropriate reading extracts that are compatible with students' level of understanding, cultural background, linguistic proficiency and literary experience. It may also help syllabus designers to integrate appropriate and variety of literary materials at this grade level. Finally, since there are insufficient studies in this area, this research proposes directions to make further study.

1.6 Limitation of the Study

The study has the following limitations:

Time constraints and resource limitation to make further investigation on the topic beyond the study area, grade level and sample size .Due to these limitations, the present study may not provide sufficient foundation for making generalized conclusions about the findings.

1.7. Definitions of Key Terms and Abbreviations

- Genre-a category of artistic, musical, or literary composition characterized by a particular style, form, or content
- Non – triviality – significance / importance
- Symbiotic – characterized by or being a close, cooperative, or interdependent relationship
- Triangulation- is the use of two or more methods of data collection to study a particular phenomena
- Thick description-is concerned with describing the setting, participants and themes of a qualitative study in detail
- Peer review-is the review of data and research process by someone who is familiar with the research or the phenomena being explored

- CLT –communicative language teaching
- EFL –English as a foreign language
- ELT –English language teaching
- ESL –English as a second language
- MOE –Ministry of education

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter summarized the existing related research articles and theories that are important to add knowledge, familiarity and understandings about the current study. To support the statement above, Neuman (1997) indicates that the goals of literature review are: demonstrating the researcher's familiarity with a body of knowledge that already exists about the subjects of research and establishing the credibility of such knowledge; showing the path of prior research and how the current project is linked to already completed research; integrating and summarizing what is known in; learning from others and stimulating new ideas. For this purpose, extensive and relevant literatures were reviewed first on the concepts of reading and reading texts .Second, articles on reading text types and the criteria for text selection were extracted and constructed .Third, the criteria for evaluating literary texts was discussed. Lastly, theories on the advantages and the rationale for using literature in language classroom, the challenges of using literature and methods of developing reading materials were reviewed respectively.

2.2 Definitions of Reading

Scholars have defined reading in various ways and all the definitions seem to have similar concepts. For instance Grellet (1981) defines reading as a process of extracting and understanding the required information from a text. Pressley (2000) states reading as a hierarchy of skills from processing of individual letters and their associated sounds to word recognitions to text processing competence. Similarly, Williams (1984) states reading as a process of decoding symbols. For Harmer (1983) reading involves both the eyes and brain where the eyes receive message and the brain perform the interpretation of messages received. According to Sheng (2000), reading is a process of communication from the writer to the reader involving the recognition of letters, words, phrases and clauses, and a process of negotiation between the reader and the writer. Reading is decoding and translating symbol, which are letters in order to extract meaning from the text for different goals, learning, work, entertainment or other purposes as explained by cline, Johnston, and King (2006). Knowledge (including knowledge of language),

experience, and a particular purpose of reading influence the meaning a reader derives from a text (Rice, 2013). Because of the complexity of reading process, Grabe (1991) argues that in an attempt to understand and explain the fluent reading process, six component skill and knowledge areas should be taken into consideration. They are 1) automatic recognition skills; 2) vocabulary and structural knowledge; 3) formal discourse structure knowledge; 4) content / word knowledge. The reader interacts dynamically with the text when he tries to extract the meaning. In this process, various kind of knowledge are being used, linguistics knowledge, syntactic knowledge and schemata knowledge.

2.3 Definitions of Reading Texts

Reading texts are texts which are handled by student or teacher to their learning process .According to Jack C R (2001: 265), Reading materials are any kinds of texts that students will read (such as magazine articles, newspaper articles, extracts from book and how will these be chosen).

The representation of the texts includes the surface code (the exact wording of the text), the text base (idea units representing the meaning of the text), and mental models (the way in which information is processed for meaning) impeded in the text. The text genres might or might not be limited to narrative, expository, persuasive genres (snow, 2002). Indeed, we live in a world of word. When words are put together to communicate, a meaning of a piece of text is created. A text is a body of language; it could consist of a single world. Text is the main written or printed part of a book and the written form of speech, or article and any form of written material. Hartman (1996) states that: “Text is to express an opinion or experience in writing. When we analyze the product of this process, and the term is usually taken as referring to the product.” Moreover, Mark and Kathy Anderson (1998) state that: texts are pieces of spoken and or written language created for a particular purpose.” the particular purpose is text types.

2.4 Types of Texts

Text types are classes of text which share certain structural and functional elements and have developed conventionalized patterns with a high level of the usage. Beaugrade

(1985: 197) defines text type as a distinctive configuration of relational dominances obtaining between or among elements of: the surface text; the textual world; stored knowledge patterns and situation of occurrence. In other words, the text that you read belongs to different types. One aspect of understanding a text is awareness of what type it belongs to. Mark and Kathy Anderson (1998) say that text type has a typical structure that can be recognized by users of our language system. Text is classified into some types. There are two main types of texts, and each category consists of several components. Grade 11 English text book incorporates various types of reading texts in each unit.

2.4.1 Literary Texts

Literary text is defined as a wide variety of imaginative and creative writing that leads to the appreciation of the cultural heritages of students. Literary texts include those spoken and written texts that explore and interpret human experience, usually in such a way as to evoke in the reader or listener a reflective, imaginative and emotional response. Literary texts are important part of the English program. The engagement of students with a literary text can be a powerful and evocative experience that shapes the students' imagination and thought. While literary texts are commonly thought in terms of books, they may also be transmitted through other media such as magazine, film, radio, television and computers and in different combination of media. There are wide varieties of literary texts .many of which may overlap.

According to Eagleton (1996) as cited in Melakneh M (2021), the concept of literature covers the entire gamut of valuable writing on history, poetry, philosophy, essays and letters etc. As Melakneh M (2021) stated imaginative literature operationally conceived as the whole range of creative writing (poetry, play and pros fiction), nonfictional literary genres like autobiographical, biographical, and historical novels/plays) and subgenres such as folk poetry , legend , mythology and proverbial expressions . Furthermore, for many language scholars and teachers, literature consists of only canonical texts such as novel, poetry, and drama. But in this study, the word literature refers to both these canonicals and literature with a small "l". The word literature with a small "l" means the selection of short, imaginative texts not normally considered to be literary. John Mc Rae

(1991) has termed literature with a small “l” as advertisement, newspapers, headlines, articles, jokes, songs etc.

A. Narrative text: The narrative text type is a tool to help human to organize their idea and explore new ideas and experience. Rebecca (2003) says that a narrative text is a text which relates a series of logically related events that are caused or experienced by factors. Anderson (1998) also states that a narrative is a text that tells a story and in doing so entertains the audience. The essential purpose of narrative text is to tell a story, but the detailed purpose may vary according to genres. Examples of narrative texts: comedy, mystery, romance, horror, adventure, science fiction, fantasy, historical fiction, contemporary fiction, dilemma stories, myths, legends, fairy tales, fables traditional tale guidance and some feature of poems .

B. Dramatic Text: Drama is a literary text that depicts actions via dialogues of acting characters and authorial notes i.e. description of physical action of actors, places and time circumstances etc. (Zavodsky, 1966:4). “Drama is a type of an artistic literature that depicts action and conflicts. Unlike a poet who states his emotions naturally, the author of a theatre play expresses his intentions via acting characters. A drama on the other hand, develops the action in the form of dialogues of the characters and notes, describing the actions and events. Dramatic dialogue is thus a bridge between two; it is a result of one action and cause of another (Volkenstejn, 1963:3). Examples of dramatic text are film scripts, soap opera, stage setting, improvisation and street theatre.

C. Response Text: Response text gives person’s response (judgment, opinion, reaction) to another such as a book film or poem. The purpose of a response is to describe the artistic work and provide a judgment about it. Examples of a response text are: book review, movie review, CD review, TV and art critics’ response.

2.4.2 Factual Texts

Factual texts are those that represent information, ideas or issues in such a way as to inform, instruct and enlighten the reader or listener. Types of factual texts: explanation, exposition, information report, recount, procedure and discussion. Factual texts may be spoken or written. Whether written or spoken, factual texts present their content from a

particular perspective. However, their perspective or point of view of the writer or speaker may not be overtly stated. Although factual texts may purport to present accurate, objective information, they are not simply objective representations of reality, created by a writer or speaker. Many of the written texts that students will encounter in their schooling and indeed throughout their lives will be factual. Teacher ensures that students are equipped with the skills and knowledge to create and interpret factual texts.

A. Explanation Text: Explanation text is a text which tells process relating to form natural, social, scientific and cultural phenomena. Explanation commonly uses the passive voice in building the text. It is used such as in a scientific written material. It describes 'how' and 'why' about the forming of the phenomena or event happens.

B. procedure: procedure text is a text that show a process in order. Its social function is to describe how something is completely done in sequence. Procedure is commonly called as an instruction text. It uses a pattern of command. Procedure text describes about the ways to do or to make something by steps. Anderson (1998) says that a procedure, therefore, is a piece of text that gives us instructions for doing something .Examples of procedure texts is recipes, directions, instructions etc.

C. Exposition Text: An exposition is to advance or justify an argument or put forward a particular point of view. Exposition is to state a position with respect to an issue and argue a case for or against. Examples of exposition text are advertisements, editorials, spoken arguments and legal defenses.

D. Information Report Text: Information report contains a set of logical facts without any personal involvement of the authors. Anderson (1998) states that: "Information report is a piece of text that presents information about a subject. An information report is used as a way to gain a better understanding about living or non – living subject. The subject is usually general rather than particular." Examples of information report text: lectures, references articles, textbook, and research assignment.

E. Recount Text: Recount text is used to relate experiences or retell events for the purpose of informing, entertaining or reflecting. This text is written with the purpose to reconstruct past experiences by retelling events and incidents in the order in which they

have occurred. According to Derewinka, (1990: 15-17), there are three types of recount texts: personal recount, factual recount and imaginative texts. Djuharie (2008) says that recount is a reconstruction of something which happened in the past. It is the unfolding sequence of event over time and the purpose is to tell what happened. Examples of recount text are: newspaper reports, conversations, speeches, television, interviews, eyewitness accounts and letters.

F. Discussion Text: A discussion is used to show different point of view on a certain topic .A discussion usually includes reasons and evidences for each of the perspectives. Example talkback radio, debates, essays, newspaper articles and letters to the editor.

2.5. Criteria for Texts Selection

According to Richard R. Day “one of the most complex tasks facing English as a foreign language reading teacher is the selection of appropriate reading passages.” selecting reading material for any particular ESL/EFL class must be a thoughtful process rather than a random one. The students must be actively involved in this process if teachers want to adopt appropriate reading materials for the class. Due to the relevance of the process of selecting reading passages, researchers have devoted in the selection process. Field researchers such as Melvin and Stout, Fox and Gebhard have identified certain factors that need to be considered when preparing materials for ESL/EFL classes. Teachers who decided to select reading materials wisely to devote some of their valuable time to analyze each one of these aspects. If teachers necessarily select a variety of appropriate texts for whatever reason, the chances of success for that factors in the reading selection process are related to students: the students’ level, interest, needs, background knowledge and other factors related to the text itself: content, relevance and authenticity. Determining whether the literary texts are appropriate or not for EFL classes a challenging task due to different influences on the language learning process.

2.5.1 Students Related Factors

Holden (1987) approves the role of the teacher in enhancing the development of the learners’ language skills of not only one theme of literary texts but also literature in

general. Nonetheless, he affirms that to insure language skills development, the teacher should use a literary text which is written in a comprehensible and clear manner in terms of linguistics, meaning and style. In addition, the language teacher should take into consideration students' age, actual level, needs and interests. Collie and Slater (1994) raise this point claiming that "text selection basically depends on each particular group of students, their needs, their interests, cultural background and language level." In relation to this McKay (1982) states as that "a text which is difficult on either a linguistic or cultural level will have few benefits." It is, therefore, important for teachers to consider the difficulty of the vocabulary and syntax of the text selected. In more details, Lazar (1993) emphasizes three main factors. These include: students' cultural background, their linguistics proficiency and their literary background. As reported by Lazar, students' cultural background has the possibility to foster or frustrate their understanding of a literary text. Lazar also regards the students' cultural background, linguistics knowledge and literary knowledge as essential factors in selecting a literary text. That is to say, language teachers should choose literary extracts or texts that are culturally, linguistically as well as literarily recognizable and familiar to learners. Furthermore, Lazar (1993) also elucidates the relationship between students' literary background and their linguistic proficiency. In other words, there is a certain correlation which exists between students' literary competence and their language proficiency.

It is probably self-evident what is meant by criteria such as the age of students, their emotional and intellectual maturity and their interests and hobbies. The only difficulty when applying these categories to a whole class is that individual students within a group may vary considerably in their maturity and interest. Obviously when selecting materials, one needs to try to find texts that are suitable for the majority of students in the class.

The students' Cultural background: When considering this factor, think about how far the students' cultural background and their social and political expectations will help or hinder their understanding of a text.

The students' linguistic proficiency: Learners are classified as advanced and can communicate with ease in an English speaking environment. Yet, they might not be able

to cope with the language of the text because it departs strikingly from the usual norms of language use.

The students' literary background: In most foreign language classroom, there is mismatch between the literary background of students and their linguistic competence.

Students' interest: The other key factor to be considered in selecting literary texts is whether a particular work able to arouse the learners' interest and provoke strong and positive reactions from them. Duff and Maley (1990) defined interesting texts as texts that are relevant to the tasks, are easily accessible to students have colorful photographs and illustrations. Collie and Slater (1994) also suggests that it is important to choose books which are relevant to the life experiences, emotions or dreams of the learner because when the assigned literary text is meaningful and enjoyable, learners will try to overcome the linguistic obstacles enthusiastically.

Students 'need: there has been a great deal of agreement among researcher about the importance of considering students' needs in the material selection process for the ESL/ EFL reading class. Gebhard states that the teacher should always discover the students' needs before making any decision about the course content.

Students' language level: THE teacher needs to be aware of the students' level and acknowledge that fact when selecting the materials for the reading class. Researchers such as Malvin & Stout, Lotherington and Fox suggest that the educator needs to know which materials are suitable for the students' level.

2.5.2 Text Related Factors

Appropriate length of texts: In selecting literary texts, the other issue that demands attention is the materials' length. Lazar (1993) suggests that when selecting literary texts, teachers should bear in mind whether they have enough time available to work on texts in class, how long students have to work on the text at home and how much background information of the text the teacher needs to give students.

Exploitability: Refers to how the text can be used to develop the students' competence as readers.

Lexical density, Structural complexity, Linguistic difficulty, Cultural difficulty and Availability of texts.

Content: Fox and other agree that the most important criterion for selecting reading material for the ESL class is content. They affirm that if the selected content is interesting for the students, they will be successful in the reading process no matter how difficult the text might be.

Relevance: Choosing reading materials wisely also implies considering the text itself. The topic, the type of text and the information it sustains make the text relevant. Students must find that the reading material used in the course is relevant for their professional lives. Richards mentions that the readings should be related to real world reading purposes.

Authenticity: Some researchers regard authenticity as another important criterion for the selection of readings for the ESL / EFL class. However, whether the material used for ESL/ EFL classes should be authentic or not has been widely questioned by those who advocate the use of teacher made materials, Melvin & Stout state that teachers should take full advantage of the potential benefits of authentic materials.

2.6. Criteria for Evaluating Literary Texts

Evaluation of materials is worth doing for it is an important professional activity having a number of values behind it. When we evaluate a given material, we can easily judge the extent to which it is meant (Hutchinson and Waters 1987:96). Accordingly, grade 11 reading texts will be evaluated in this research to see the extent to which they relate to the students' needs and goals in developing the skills of reading that helps students in their academic career. In addition, textbook evaluation should include criteria which linguistic items, subjects, contents and topics match up to students' personalities, background and interests. These criteria are:

Cultural background knowledge: Culture is defined as the way people live. To this end, Brown (1994:188) points out that culture is the context within which we exist, think, feel and relate others. It is the “glue” that binds a group of people together. It can be

defined as a blueprint that guides the behavior of people in the community and incubated in family life. It governs our behavior in groups, makes us sensitive to matters of status, and helps us know what others expect of us and what will happen if we do not live up to their expectations. Pang and et.al (2004:13) state that reading comprehension is about relating prior knowledge to new knowledge contained in written texts. Prior knowledge in turn depends on lived experience. Topics that are familiar and openly discussed in one culture may be unacceptable in another. Children growing up in rural communities will have different experiences from those from urbanized and developed countries. Because having more prior knowledge generally facilitates comprehension, having more cultural knowledge has the same effect.

Authenticity: The material produced for native English speakers and utilized in schools in a manner comparable to how they were intended would be considered “authentic”, written or spoken word may be used as authentic content (Widdowson, 1990). Authentic materials are effective tools to bridge the gap between the classroom and the actual world (Vorland et al, 2002). It feels that students learn best when they are exposed to real world applications of the language they are learning. As a result, Richards (2001) says that the language used in the classroom should reflect the language used in the actual world. In addition, Harmer (2001:204) defines authentic literary text which has been carelessly chosen can be extremely de motivate students since they do not understand it. Shortly, authentic literary texts bring learners close to the target language culture, making learning more enjoyable and therefore more motivating. Through the authentic materials provided, learners can explore a wider range of topics and situations in the target language, with the accompanying linguistic elements, then may be available to them in their course books. It is clear that authentic texts are intrinsically more interesting or stimulating artificial or non-authentic materials.

Visual support or illustration: Literary texts engage the learners effectively when they are supported with sufficient visual support further series of which may help to foster better understanding are those which involve the use of pictures, diagrams, charts and models. According to Griffiths, (1995:52) pictures and other visual materials can activate students’ prior knowledge. Different concepts cannot be easily communicated and made

comprehensive to the learners. By understanding the essence of the concept, idea, thought and the interest or emotion the audience, an author can effectively communicate to his/her reader through pictures, diagrams or other pictorial devices, Hailu (2008). Regarding this, Sheldon (1987) and Tomlinson (2008) elaborate that one picture may be worth a thousand words. They also claimed that illustrations should serve a function than are simply decorative and should be clear for their intended purpose. A successful literary material requires as much as possible useful sources. One of these sources is the use of visual materials that assist students' interpretation of what they read.

2.7. Reasons for Using Literature in Language Teaching

There are several reasons for using literature in language teaching. Gillian Lazar, in her book, literature and language teaching (1993, 14-19) mentions some benefits of using literature in language classes. She classified them in six headings.

Expanding students' language awareness: literary language somehow different from other forms of discourse in that it breaks the more usual rules of syntax, collocation and even cohesion .literature expands students' awareness of the wrong use of language in poetry, drama, play and other forms of story. It involves from simple linguistic items to higher literary texts to the development of critical reading skills and enhances comprehension which leads learners to the general awareness of the English language, potential source of learners' motivation, creativity and imagination.

Access to cultural background: literature is very helpful to entertain and / or aware of different culture and tradition to have cross-cultural wisdom. Literature examines historical, socio – economic and political background of literary community under consideration.

Educating the whole person: literature focuses on the acquisition of comparative or universal wisdom. Through literature, learners to draw on their personal opinion, feeling conviction and experience. It engages students with reading literature not only for examining purpose but also to transport them in a gallant world of extra – curricular adventure and wish fulfillment, produce a lasting pressure or a deeper satisfaction .

Developing students' interpretative abilities: It has been argued that literature is particularly a good source for developing students' ability to infer meaning and to make interpretation. Students form hypothesis and drive inferences. Literary texts are often rich in multiple levels of meaning and demand that the reader or listener is actively involved in teasing out the unstated implications and assumptions of the text.

Provide valuable authentic materials: authentic literary works are rich in contents, language use, idioms and vocabulary. Bringing authentic materials into the classroom can be motivating learners as it adds real-life elements to the students' learning.

Encouraging language acquisition

Alan Duff and Alan Maley (2007) focus on three main benefits of literature in language learning. These are: linguistic value, cultural value and affective value. They also mentioned the authenticity and richness of varieties of literary texts at various levels of difficulty and claim that literature provide "rivalled richness of inputs" (2007:5) to enhance "vocabulary acquisition, extending the range of syntactic patterns, developing a feel for textual cohesion and coherence and a sense of linguistic appropriacy" (2007: 5). In addition, both Duff and Maley state that we can't learn the culture of a language through its literature; however, "Literary texts are in a very real sense of the vehicle for culture" (2007:5). As third point they discuss the affective value of literature and claim literary texts leave more traces than ordinary texts in the memory because reading and interpreting them "involves a deeper level of mental processing, a greater personal involvement and response" (2007: 6).

Collie and Slater (1990: 3) posits four main reasons to use literary materials in language classroom: authentic materials, cultural enrichment, language enrichment, and personal involvement. Strong (1996 p.291) also argued that literature should form an important part of any language teaching class because it offers a rich source for learning reading. Literature may form part of communicative pedagogy in three different ways: 1. providing a context for in which to develop students' reading strategies and knowledge of non – fiction and literary texts. 2. Forming the basis for an extensive reading program

with the attendant acquisition of new vocabulary as well as grammatical forms. 3. Offering the opportunity to explore cross-cultural value

Widowson (1975, p. 36) draw our attention to the important point that literary texts have a unique advantage over non – literary ones. Literary texts depend heavily on the reader’s interpretation. A literary work is “separate, self – contained “on symbolic and thematic levels. Parkison and Thomas (2000) as cited in “International journal of new Trend in Arts, Sports and education 2013, volume 2, issues -2, try to list the benefits of using literature by making reference to F. R. Leavis (1943) “Mental training”, Maley and Moulding (1985) “Being memorable”, collie and Slater (1987) “Cultural enrichment”, Duff and Maley (1990) “Authenticity”.

Of the various reasons for using literature in the EFL class, the one is to develop literary competence. According to Culler (1975:118), literary competence is a set of conventions for reading literary texts .In other words, literary competence means the familiarity with a particular mode of reading, analyzing, and interpreting literary works .Another reason for using literature is to develop linguistic competence. The term linguistics competence embraces the four major skills: listening, speaking, reading, and writing; and the two sub skills –grammar and vocabulary.

2.8. Advantages of Using Literature in the Language Classroom

Scholars in this field proposes various advantages for the use of Literature in EFL / ESL class

1. Authenticity? Literature is inherently authentic and provides authentic input for language learning (Ghosn, 2002; Shretwa, 2008). According to Maley (1989 a), Literature deals with non -trial things which are personally relevant to them. Authenticity is a criterion considered highly essential the current literature in EFL ESL which is naturally existent in literary texts.

2. Motivation? Literary texts are very motivating due to its authenticity and the meaningful context it provides (Ghosn, 2002; Van, 2009). Literature deals with things which are interesting in nature and includes little of any un interesting things (Male,

1989a) motivation is one of the element which can driver learners to go ahead . Experiences show that students are highly motivated when they are exposed to literary texts.

3. Cultural / inter – cultural awareness? Literature promotes cultural and inter cultural awareness (Van, 2009) essentially in the era of globalization. In the era of globalization , there is a growing concern of universally shared needs and wants rather than individual needs .According to Maley (1989 a), literature deals with universal concepts such as love, hatred, death, nature etc that are common to all languages and languages can further our understanding of the world .

4. Intensive and extensive reading practice: Literature is good source for intensive and extensive reading. Novels are good for extensive reading purposes. Students can be given a weak must to go through novel without extensive use of dictionary. Such practice double up their reading spends and also encourage meaning guessing in reading.

5. Sociolinguistic / pragmatic knowledge: Due to its authenticity, literature can develop sociolinguistic and pragmatic knowledge as manifested in communicative competence model (M.C Kay, 2001).

6. Grammar and vocabulary knowledge: Maley (1989 a) says that literature deals with a pot pouring of language types and varieties from slang to formal and various subject matters. Also Arthur (1968) believes that syntactic knowledge and vocabulary enrichment can be accelerated through literary texts. In other words, literature involves a profound range of vocabulary, dialogues and prose (Van, 2009).

7. Language skills: Quite in line with the principle of CLT (Van, 2009), literature is rich with innumerable authentic tokens of language for the development reading writing, speaking and listening skills.

8. Emotional intelligence (EQ): Reading literary texts foster emotional intelligence (Ghosn, 2002). Daniel Goleman is the pioneer of EQ.

9. Critical thinking: language is a good medium for critical thinking enhancement among language learner (Gajduseke and Van Dommelen, 1993; Gohsn, 2002; Van, 2009)

In addition to these, many writers in the field of ELT have emphasized the benefits of using literature for language teaching and learning purposes. These scholars state various reasons and justifications for incorporating literary texts in language classroom. For example, Hirvela (2001:117) states some ideas about the benefits of using literature as a resource. He believes that reading literature is one of the best ways to inspire the learners. He asserted that literature creates a longing for learning the language. His idea can be paraphrased in this way: Conventional texts used in ELT which are usually only information based, come from no particular context in activities with these texts. The learners are only supposed to take the role of a passive learner. Literary texts encourage the students to identify with or react against the characters that attract their attention. Literature stimulates the learners to solve mysteries and answer questions, creative activity that fosters deeper connection. Literature also has many instances of “deviant language usages”. This can be used as a resource for the teacher to expose the students to a variety of text types and different uses of language and this in turn to teach the language. By reading literature, students are exposed to various cultures as well as various styles and levels of English. The imaginative properties of the literary texts foster the students’ academic literary skills, which is not so easy if a non – literary text is used as the language teaching material.

Ur (1996: 201) also lists some of the advantages of literature as a language teaching resource, which can be summarized in the following way: 1. Literature is very enjoyable resource to learn a language. 2. It provides examples of different writing and also representations of various authentic uses of the language. 3. Literature is a good resource for increasing word power. 4. It develops various reading skills in learners. 5. It can be used as a spring board for exciting discussion and writing. 6. It involves both emotion and intellect, which adds to the motivation and much contribution to the personal development of the students. 7. It encourages critical and creative thinking. 8. It enriches the students ‘world knowledge. 9. It makes the students aware of various human situations and conflicts.

2.9. Challenges of Using Literature in the Classroom

According to Duff and Maley (2007:7), McKay (1982) and Rodhika, O (1991), there are many challenges and difficulties in using literature in the classroom. Among others, few of them are:

Text selection: texts need to be chosen that have relevance and interest to learners

Linguistic difficulty: texts need to be appropriate to the level of the students.

Length: shorter texts may be easier to use with in the class time available, but longer texts provide more contextual details, and development of character and plot.

Cultural difficulty: texts should not be so culturally dense that outsiders feel excluded from understanding essential meaning.

Cultural appropriacy: learners should not be offended by textual content.

2.10. Developing Reading Materials

According to Crandall (1995) as cited in Jack C. R (1983) the following general guidelines used to develop reading materials: 1. Encourage appropriate use of top- down and bottom – up strategies. 2. Offer opportunities for developing speed / fluency as well as deliberateness or accuracy. 3. Include different text types, rhetorical genres and topics. 4. Incorporate different types of reading task with different purpose (reading to learn, reading to evaluate, and reading for enjoyment ...). 5. Offer sufficient interaction with atopic or text to develop content and related vocabulary knowledge. 6. Encourage students to examine their own reading strategies and try out different strategies for dealing with different types of texts or for reading for different purpose. 7. Introduce students to different types of directions encountered in texts and tests. 8. Assist in identifying and building culturally variable information needed for text interpretation, while treating positively the students' primary language and culture.

To conclude, this chapter recapped relevant research articles and theories related to the topic under investigation .The purpose of these literatures is to identify knowledge gaps

to be filled; and provide background information needed to build theoretical foundation for the study project. Moreover, this review help reader to understand different aspects posed by the study on evaluating the dominant genres of reading texts and their appropriateness for teach reading skills. It also helps the researcher to provide scientific explanations for the research, to verify the findings, to compare those with other scholars work and to formulate research questions, specific objectives and data collection tools.

There are challenges and opportunities when using literary texts to teach reading skills. Along with this, syllabus designers, policy makers and language teachers are strongly recommended to incorporate teaching reading skills with appropriate and carefully selected and graded literary materials to enhance learners' linguistic competence and performance for both academic and wider interactional communicative purpose. It is obvious that reading is one of the widely practice skills taught throughout English program in today's secondary school. Literary texts are used as a resource material to teach reading skills.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

In the previous chapter, literatures related to the topic under this investigation were reviewed. However, the aim of this chapter is to present an over view of research methodology. Hence, it deals with the overall design and method of the study, sample size and sampling techniques, data gathering instruments, procedures of data collection and method of data analysis, validity and reliability of data gathering tools and ethical considerations respectively.

3.2 The Research Method

A methodology is a set of techniques and procedures employed by the researcher to construct a systematic plan to achieve defined research objectives (Glatthorn, 1998). Because of the objective of the study and the nature of the collected data, this study employed both qualitative and quantitative research methods. The researcher used these mixed approach in order to achieve the intended objective of the study and properly to answer the research questions. On the other hand, mixed methods are required to understand different complex nature of social phenomena. Since this study followed mixed approach and the information was obtained from primary sources, descriptive research design was used to collect, describe and analyze the data qualitatively and quantitatively. These research plans were chosen because they are believed to be appropriate to study the existing conditions and what is actually being implemented to teach reading skills. According to Denizen and Linciln (2000), qualitative approach is a way of collecting data which are concerned with describing meaning rather than with drawing statistical inferences. This method also assists the researcher to understand human behavior, perceptions, experiences and feelings. Quantitative approach, on the other hand, focuses on numbers and percentages rather than meaning and experience. In this research, qualitative (descriptive) data was gathered through interview and content analysis to explore the appropriateness of reading texts, teachers and students' related

factors that affect them when using literary texts and genres of reading texts integrated in grade 11 students' book. In addition to this, the numerical data collected through questionnaire and content analysis were transformed into statistics. Thus, both approaches are convenient for this study because the researcher aims to interpret the data numerically and in descriptive words.

3.3 Sample Size and Sampling Techniques

This section deals with human and institutional samples selected for the study. Domyie (2007:96) defines sample as “The group of participants whom the researcher actually examines in an empirical investigation.” The study was intended to evaluate the dominant genres of reading texts used in grade 11 English text book at selelkula secondary school. The sample respondents, in this this study, were categorized under two groups: students who were involved in answering the questionnaires and teachers who were invited to participate in the semi structure interviews. Due to the manageability of their number, the researcher used thirty (30) grade 11 students from the total number of 42 students and five (5) English major teachers were taken as a sample from the research setting. Sample size determination plays a significant role in research so that it uses the primary data from interview and questionnaire response. To determine a representative sample size from the total population, different strategies can be used according to the necessity of the research work. When the questionnaire for the research topic was developed, the research teacher was expected to know the population they were distributing the questionnaires. The researcher was expected to calculate the sample size from the population they administered the questionnaires. Hence, there are different formulas given by various educationists to determine the appropriate sample size. For example, Cochran (1977) and Yamane's (1967) formulae are the most common to compute the representative sample size when simple random sampling techniques is used. Accordingly, the researcher used Taro Yamane's (1967) formula to calculate the reliable sample size in a 90% confidence level with 0.01 margin of error from the given population. Here is the mathematical illustration for the Taro Yamane method: $(n = \frac{N}{1+N(e)^2} \frac{N}{1+N(e)^2})$.

In this study, the purposive from non-probable sampling and simple random from probable sampling techniques were used for the intended study through lottery method. In purposive sampling technique, sample units are selected according to the purpose. On the other hand, in simple random sampling, each unit included in the sample has an equal chance of inclusion. Simple random sampling is the most common and the simplest method of sampling technique because it provides the unbiased and better estimate of the parameters for homogeneous population.

3.4 Data Collection Tools

The data collection tools to conduct this study were content analysis of the reading texts incorporated in grade 11 English text books, students' questionnaire and teachers' interview. These instruments were selected because of their suitability for gathering important data for the study. In addition, they are important for triangulating information which is useful to ensure the validity and reliability of the data in the study about some aspects of human behavior. By analogy, triangular techniques in social sciences attempt to map out or explain more fully the richness and complexity of human behavior by studying it from more than one standpoint and so doing by making use of both qualitative and quantitative data (Louis, Lawrence and Keith, 2007).

A. Content analysis

According to Kothari (2004), "content analysis consist of analyzing the contents of documentary materials such as books, magazines, newspapers and content of all verbal materials which can be either spoken or printed. "It is dominantly a qualitative research technique which is used to quantify aspects of written or spoken texts. It also used to determine the presence of certain words or concepts within text." For this study, the researcher used content analysis as one of the instrument to collect data about reading content from grade 11 English text book. The analysis encompasses only the reading sections in the text book. By using this tool, the researcher aimed at to analyze texts' content, to identify the dominant genres of reading texts, to evaluate the appropriateness of some literary texts in relation to text selection criteria and the distribution of these texts in student's book which were drawn in the research questions and study objectives.

These research questions would get answer in data analysis chapter .The content analysis for this study was conducted in the following steps. First, the researcher prepared the data from the sample of reading texts from grade 11 English text books. The data was generated through checklists that were developed from the researchable items based on the literature review. Second, individual texts were analyzed within defined units of analysis before they can be coded. Third, categories and coding schemes were developed from the data source. Forth, sample texts were tested for the clarity and consistency of the category or the data to be coded. Fifth, when sufficient consistency has been achieved, all data texts were coded by the researcher into appropriate categories. Sixth, after coding the entire data set, the researcher rechecked the consistency of coding. Seventh, the researcher analyzed and presented the data into readable and understandable form. To this end, the researcher placed the refined data under five headings in the data analysis section. These are: the main categories of text types based on their content, the distribution of texts in relation to each unit, the specific text types based on their generic structure and language feature, text types based on their form, sub text types based on their purpose and the appropriateness of some selected literary texts based on text related criteria. The data generated from each items were analyzed and presented using narration, frequency and percentage. (See appendix I)

B. Questionnaire

For this study, questionnaires were also developed by the researcher and used as a research instrument to determine whether the reading texts are appropriate or not for classroom teaching practices. Gray (2014: 352) defines questionnaires as a “Research tools through which people are asked to respond to the same set of questions in pre-determined order.” The questionnaire items, for this study, were developed from the literature review based on Lazar (1993), Richards (2001), Collie and Slater (1990) and Duff and Maley (2007) material selection and evaluation criteria. According to Sharma (2000), questionnaire enables the researcher to collect quantitative data from large group of individuals within a short period of time. It also easy to administer to a number of participants in one place at a time. The questionnaire items were designed to get necessary information from students’ feelings or perceptions about issues like the nature

of literary texts, the appropriateness of reading texts in relation to the criteria for text selection, interestingness and motivational level of reading texts for students, beneficial level of literary texts and the relevance of reading contents in the text book. Hoping that, the researcher used this tool to obtain feedback from the research questions about the quality of reading texts in terms of text selection criteria, the appropriateness of reading texts for learners' context and the rationale for using literature in language classroom. In preparing the questionnaire, the researcher made decisions on the questionnaires' content, appearance and then made pilot trial the items for participants who randomly selected from the study population. The aim of pilot testing was to find out to what extent the items in the questionnaire were clear and comprehensible according to the subject of the study. Hence, Students were asked to give comments on the questionnaire difficulty and clarity. As a result of piloting, based on the obtained comments, some of the questions were revised and amended to make understandable equally by all respondents. Modification was made on certain words, sentences, and expressions. For example, difficult words were simplified. Some long sentences were made shorter, and some technical words and expressions were changed and cleared. Hypothetical and sensitive questions were avoided. Items were formulated in active vocabulary and revised their structure to keep the logical flow of idea. Timing, the clarity of instructions and usability of the five point-likert scale were searched. Before the items were administered, five incomplete questions were discarded based on the comments students had made at the end of the questionnaire. And then, the remaining 35 close ended items were distributed in person or face to face and were administered to the main sample group to answer the research questions. The responses to each question were given in five point Likert scale to consider ordinal data. Likert items were used to measure respondents' attitudes by asking the extent to which they agree or disagree with particular questions and statements. Respondents indicated the degree of agreement and disagreement with the statement about their feelings and attitudes. Finally, the responses were classified, analyzed and compared to each other to determine the findings. (See appendix II).

C. Semi structured Interview

Interview is another way of gathering data in depth .It is a means of interaction in which the interviewees give information orally. Regarding to semi structured interview, Gay and Airasian (2000) say that it gives the researcher freedom to direct the interview in uniform fashion and sometimes allow the interviewee to frame and structure their response the way they wish too. In this study, semi structured interview was employed to triangulate the data collected and to answer the research questions which were not sufficiently addressed in the content analysis and students' questionnaire. To elaborate, triangulation, in this study, was used to verify the procedure whereby the researcher finds out multiple sources of information to form themes or categories by eliminating the overlapping areas. Moreover, triangulation here provided additional sources of valuable insights that couldn't be obtained from content analysis and students' questionnaire. It also provides rich and more comprehensible information in the sense that the researcher was able to draw information from various sources. In order to eliminate misleading items, the researcher was rewording, sequencing and piloting interview items to make further modification. Using this tool, the researcher collected information from teachers' perceptions in reference to the 6 open- ended interview items, which are related to the challenges of using reading texts in EFL classroom, factors that affect students' understanding of texts, advantages of using literary texts, real life applications of reading texts, roles of visual supports to understand a texts and students' preference on reading text types, would be answered in the data analysis and interpretation section. Hence, the researcher used this interview to gather qualitative data from five English subject teachers to confirm his study (see appendix III).

3.5 Procedures of Data Collection and Method of Analysis

This part shows the steps followed by the researcher to collect data and methods of analysis. Hence, both qualitative and quantitative data analysis were employed in order to achieve the desire objective. The qualitative data was analyzed in narration, whereas the quantitative data was analyzed in descriptive statistics. Respondents are supposed to give

their feedback using statements, rates, scale and then the data was transformed into percentage.

3.5.1 Procedures of Data Collection

In conducting this study, before the appropriate data collection tools were selected to gather valuable sources, the researcher clearly articulated the purpose of data collection and benefits of this study to the target respondents. Following the selection of the study tools, the researcher constructed questionnaire and interview items based on the objective of the study and literature review for students and teachers. As soon as the preparation of instrument items was completed, the researcher conducted pilot testing with 7 student respondents and 2 teacher respondents from the sample to ensure content validity, face validity, clarity and effectiveness of the questions. The researcher then obtained informed consents from participants about the content, purpose and the overall qualities of the questions. After all, the data collection tools were implemented sequentially. Accordingly, content analysis was carried out in the first place based on the formulated questions to gather the data. Using content analysis, sample of reading texts which are already found in grade 11 English were collected. After collecting the required sample, the researcher organized and categorized these literary texts based on their genre, content appropriateness based on the criteria set and the number of texts. Second, close ended students' questionnaires were administered for the target respondents to get answer for the designed research questions. Then after, semi structure interviews for teachers' were implemented. Finally, the researcher gathered all necessary information generated from the instruments through the following pillar steps: data recording, data coding, data entering, missing irrelevant value and transforming data into numerical format and category before interpreting them respectively.

3.5.2 Data Analysis Techniques

This research employed mixed method of (both qualitative and quantitative) data analysis. The nature of data in quantitative method is based on numbers and the research focuses on facts while the nature of data in qualitative methods is based on text and the research focuses on meanings (Gray, 2014). For this study, the researcher collected the

data through content analysis, questionnaire and interview. The data obtained through these instruments were organized and analyzed in mixed methods. Different types of reading texts' content were analyzed and interpreted through content analysis in both qualitatively and quantitatively. On the other hand, the quantitative method of this study was also used to analyze the results obtained from 35 questionnaire items which were administered for student respondents and the data were presented by using tabular method. These data were analyzed and interpreted numerically using frequency and percentage. The data obtained from teachers' interview also organized and presented through descriptive written report qualitatively. Interview here was used as a method of triangulating the data collected through different tools to keep the validity and reliability of the work. Above all, the data obtained from students' questionnaire were imported into statistical package for social science (spss) to ensure the consistency of data analysis process.

3.6 Validity and Reliability Check

For ensuring the validity and reliability of the data, the researcher employed the process of triangulating the data collection methods, thick description of the research setting, participants and themes; and peer review with an experienced teacher on the data and the research process.

3.6.1 Validity

Validity explains how well the collected data covers the actual area of investigation (Ghuri Gronhaug, 2005). For Oluwatayo (2012), face validity refers to researchers' subjective assessment of the presentation of relevance of the measuring instruments as to whether the items in the instrument appear relevant, reasonable, unambiguous and clear. The researcher used Cohen's Kappa index (ck) to determine the face validity of instruments. On the other hand, Content validity is the degree to which items in the instrument reflect the content universe to which the instrument will be generalized (Straub, Boundreau et al, (2004). To make the concept clear, content validity regards the representativeness or sampling adequacy of the content of a measuring instrument. Is the content of the measure representative of the universe of the concept being measured (Ker

linger, 1986)? According to Saunders et al (2012), there are some situations where the validity of research is threatened such as events that change participants' perceptions, the effect of testing on participants' views, the impact of changing a research tool and lack of clarity.

3.6.2 Reliability

Reliability concerns the extent to which a measurement provide the stable consist result (Carmines and Zeller, 1979). It is also concerned with repeatability. For example, a scale or test is said to be reliable if repeat measurement made by it under consistent conditions will give the same result (Moser and Kalton, 1989). According to Nunan (2006), there are two types of reliability: internal and external reliability. Internal reliability is related to the consistency of data collection, analysis and interpretation whereas external reliability means obtaining similar result when the study is reproduced by other researchers. Saunders et al (2009) highlights some of the threats to reliability such as participants' error, participants' bias, and observer error and observer bias. In this study, the researcher checked the reliability of data gathering tools.

A. Validity and Reliability of content analysis

The validity of content analysis was checked when the items in the instrument adequately represent genres of reading texts based on their content, form, communicative purpose, generic structure, language features and the appropriateness of some literary texts which were evaluated in light of the literatures reviewed in chapter two .In addition to this, items on the distribution of reading texts per unit in grade 11 English were taken into consideration. To check the face validity of the instrument, the researcher revised items of content analysis in a feasible, readable, brief and consistent style. On the other hand, the content validity was realized where items in the instrument represent the content universe, objective of the study and research question which were sufficiently demonstrated.

The reliability of content analysis was also verified to ensure the accuracy and consistency of categorizing and coding process .The researcher provided much attention

to the reliability in the first place as categories were developed and refined. This quality measurement was checked by the researcher and an experienced English teacher from the study area to see how often they made consensus on the consistency of categorizing and coding data. The researcher consistently recorded the same data in the same way over a period of time. This repeated presentation of categories on data to be coded enables the investigator to determine which categories required further clarification and clear representation of the substance of the data. Hence, the researcher, first, prepared the data from a sample of texts. Second, the unit of analysis was identified. Third, categories and coding scheme was made. Forth, the researcher tests his coding scheme on the sample of texts and code all the texts based on their similarities. Finally, the researcher checked coding consistency throughout the data gathering procedure.

B. Validity and Reliability of Questionnaire

Gray (2014) notes some aspects of the questionnaire that might threaten its validity such as the wording of the questions it contains, irrelevant questions, poor sequencing of questions or confusing structure and design of questionnaire. On the other hand, Dawson (2009) points out the importance of making the questionnaire as short as possible with multiple question formats, starting with easily to answer questions, reducing words with emotional connotations which results offence, embarrassment, sadness, anger and frustration. For this study, therefore, the researcher had verified the validity and reliability of questionnaires. To check the face validity of the items, the researcher made further modification on the linguistic validity of questionnaires in formatting, restructuring, avoiding misunderstanding of the questions and clarifying the items. On the other hand, the content validity of the questionnaire, in this study, was achieved since items in the instrument adequately represent concepts being measured based on the data generated from students' response in light of the objective of study, the research questions and the literatures reviewed in chapter two.

The reliability of questionnaire items was also checked before they had been ready to be administered. Before the application of questionnaire for target respondents of the current study, the researcher conducted pilot testing the questionnaires at selelkula secondary school in order to ensure the consistency of data collection process. Hence, test- retests

items to the same target respondents at a later time and then compared the responses two time points. The internal consistency of the questionnaire items was checked using Crombach's alpha coefficient. Crombach's alpha is computed by the formula: $a = \frac{k}{k-1} \frac{k}{k-1} \times (1 - \frac{\sum s^2_i}{s^2_{sum}}) \cdot \frac{\sum s^2_i}{s^2_{sum}}$. According to Crombach (1951), common accepted rule for describing internal consistency is as follow: 0.00 – 0.20 = less reliable, 0.21- 0 .40 = rather Reliable, 0.41- 0.60= quite reliable, 0.61 - 0.80 = Reliable, o.81 - 1.00 = very reliable. Thus, the Crombach's alpha coefficient, for this study, was calculated to be 0.78 to indicate the internal consistency of the questionnaire.

C. Validity and Reliability of Interview

The interview, in this study, provided high validity because the researcher gathered first hand and detailed account of teachers' perceptions, actions and roles. In order to eliminate misleading items, the researcher was revising, sequencing and piloting interview items to make further modification. Therefore, items in the instrument produced consistent result and adequate measure what they were looking at. Interview as a data gathering tool was included to obtain additional data, permit further exploration of research topics and expand on the qualitative findings. To ensure the reliability of data, the transcribed interviews were presented to teacher respondents to verify and confirm the contents of the interviews. Hence, it was conducted twice in person of the researcher or in face to face encounter under different circumstance to make sure weather the result remain the same or not .The recording of the interview data took place by means of note taking. Verbatim transcriptions of the interview were compiled for analysis and interpretation.

3.7 Ethical Considerations

Ethics is the norms or standards of behaviors that guide moral choices about our behavior and relationships with others (Schindler, 2008:34). Research ethics is concerned with the principles and guidelines applied in the research process regarding to the appropriateness of the researcher's procedure and the rights of participants particularly in relation to formulating questions, research design, obtaining access, collecting data, analyzing data,

storing data as well as presenting the findings in moral and proper way (Saunders et al, 2009). Gray (2014) lists four major areas of research ethical principles: minimizing the risk of harm to participants, ensuring informed consents from potential participants, protecting the privacy of participants and avoiding the use of deception. Some of the common ethical issues that are related to research ethics are avoiding harm to participants in any way, guaranteeing the privacy of participants, maintaining voluntary participation, obtaining informed consents and anonymity. Some of the unethical issues that the researcher must avoid are introducing bias into the research activity, using inappropriate research methodology and incorrect reporting of the findings (Kumar, 2014). For the purpose of this study, the ethical principles and guidelines of Addis Ababa University have been applied throughout the stages to enhance the reliability and credibility of the study and to maximize the trust level between the researcher and participants. Concerning with the ethical rules and regulations of the university to conduct research, the following ethical considerations were taken into account. These ethical principles were applied to protect the rights, dignity and wellbeing of participants throughout the process of this study.

3.7.1 Maintaining Confidentiality and Anonymity

To maintain the confidentiality of information given by the respondents, the researcher kept the information secretly from other people. The researcher also refrained himself from revealing the names, identities and other information about the participants. Participants were kept anonymous for personal gain or benefits.

3.7.2 Voluntary Participation and Informed Consents

The researcher gave freedom for all respondents to take part in answering questionnaire and interview items voluntarily. The principle of voluntary participation was explained to respondents. All students and teachers who were participated in the study were informed about the objective and purpose of the study, methods used in the research, the roles upon them, advantages or benefits gained from the research. Besides, the participants who were involved in the questionnaire and interview were informed that they had the right to refuse and withdraw from the study at any time.

CHAPTER FOUR: RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter reports the result of data analysis and discussions generated from the instruments of content analysis, students' questionnaire and teachers' interview in light of the five research questions which were formulated in chapter one of this study. The analysis and interpretation of data were made through tabulating and percentage under five sections. First, the study population demographic profile was analyzed and discussed. Next, the interpretation of data obtained from content analysis was conducted to analyze the appropriateness of some selected literary texts and genres of reading texts incorporated in grade 11 English for Ethiopia. Then, the result of questionnaires was interpreted based on the responses from the students' sample population. After that, the data made from teachers' interview results were analyzed and discussed clearly. Finally, the chapter presented the entire summary of major findings of the study.

4.2 Respondents (Study Population) Demographic Profile

Table 1: Student Respondents' Background profile

Students' Demographic Information	Variables	Frequency	Percentage
Age	16-18	21	70%
	19-21	8	26.7%
	22	1	3.3%
	Total	30	100%
Sex	Male	23	76.7%
	Female	7	23.3%
	Total	30	100%
Language Ability	Amharic only	18	60%
	A/Oromo only	3	10%
	Both Amharic and A/Oromo	9	30%
	Others	-	-
	Total	30	100%

Table 1 show the demographic profile of 30 student participants of this study who were drawn from grade 11 of two sections as a sample. Accordingly, the age and sex composition of student respondents for this study is demonstrated. Hence, as revealed in the table above ,the age of respondents who are accounted 21(70%) vary from 16 to18.Besides this, the age of 8(26.7%) of respondents is ranged from 19 to 21. But only

1(3.3%) of student is at age of 22. On the one hand, from the total of 30(100%) respondents, 23(76.7%) are males and on the other hand 7(23.3%) are females. Regarding to their language ability, 18(60%) of respondents can speak Amharic language, while only 3(10%) of students are A/Oromo speakers .However, 9(30%) of respondents are both Amharic and A/ Oromo speakers. Unfortunately, none of the respondents in the sample taken speak other languages.

Thus, one can conclude from the table that the majority of grade 11 students are young males and Amharic language speakers.

Table 2: Teacher Respondents’ Background profile

Teachers	Sex	Professional Qualification	Teaching Experience
Teacher 1	M	BA in ELT	7
Teacher 2	M	BA in ELT	4
Teacher 3	M	Ba in ELT	5
Teacher 4	M	BA in ELT	3
Teacher 5	M	MA in ELT	11

As indicated in Table 2 above, a total of five English teachers’ background profile is given .With regard to their qualification, all teachers were placed with an academic ranks ranging from BA to MA degree in ELT. Hence, among the 5 teachers, 1 has obtained his MA degree in ELT, while the remainders are all certified in BA in ELT. As to their teaching experience, the respondents are identified from 3 to 11 years. The minimum service year is 3 while the maximum hit at 11 years. Regarding to their sex; all of them are male participants. Therefore, the above table further implies that all English teachers in the school are male and the majority of them were certified in BA degree in ELT.

4.3 Data from Content Analysis

4.3.1 The Dominant Genres of Reading Texts in Grade 11 English

Analyzing the reading text types for the proposed evaluation was the first and important activity to conduct this study. There are a total of fifty (50) reading texts in all 12 units of grade 11 English text book. The following tables (table 3, table 4, table 5, table 6 and table 7), shows different categories of texts based on Kathy Anderson’s (1998), Mark’s(1997) and Macken’s (1990) method of text classifications. The researcher used

these methods of analysis based on the dominant impressions, contents and features of texts.

Table 3: Main categories of reading texts in grade 11 English based on Kathy Anderson’s (1998) method of classification

Variables	Major categories of reading text types in grade 11 English			
	Literary Texts	Page	Factual Texts	Page
Reading Topics	B2.2: Oweka learns a lesson	44	A1.7:The anthem of African union	11
	A3.12:Night of scorpion	74	A1.7: The vision of African union	12
	Operation rhino	138	B1.2:The achievement of African union	19
	B6.1 Different kinds of text (texts A,E,H,J)	152	A2.12:Better education for better Future	37
	B6.3 leaving Miguel street	156	B2.7:A country life for me	51
	Acoli cooking	162	B2.8:Hoow can you become an effective independent learner	53
	A8.2:The tale of tape	199	A3.7 Medical innovators(Text A,B,C,D)	68
			B3.2 Killer disease	77
			B3.8 Factsheet : Malaria	87
	Extract from the African child	207	Revision reading	91
	Two Worlds	240	B4.2 HIV/AIDS in Africa(5 texts)	111
			A5.3 Extract from tourist brochure	122
	Palm leaves of childhood	243	A5.8:The impact of tourism	126
			B6.1:Text extracts-B,C,F,G	151
	A10.5:Why the old woman limps	252	A7.2:The challenge of climate change	168
			B7.7:What weather forecasts are important	186
			B8.8: How the world is dealing with...	219
			A9.2:Disability is no obstacle to success-3 texts	223
			A10.1The miracle on the Han river	249
			A11.1: Saida has been found!	273
B11.5:Job advertisements			281	
B12.4:Beware the digital age			295	
Revision reading	301			
Frequency	14		36	50
%	28 %		72 %	100%

As it can be displayed in the above table 3, there are 50 reading texts integrated in grade 11 English text book to support students’ reading skills development. These reading inputs are allocated in various units, lesson topics and pages. The above table also demonstrates the two main categories of reading texts in grade 11 English. This analysis was made based on Cathy Anderson’s (1998) text classification method to evaluate the dominant text genres in currently used English course material. Thus, 36 (72 %) of reading texts are identified under the category of factual content types while others 14(28%) of reading materials have the features of dominantly literary text.

Therefore, from the researcher's inquiry, anyone can draw his conclusion that the majority of reading texts in grade 11 English text book are factual in nature.

Table 4: The frequency of reading texts per units in grade 11 English text book

Units	Reading texts' topic	Frequency	Percentage
1	A1.7: The anthem of African union A1.7: The vision of African union B1.2: The achievement of the African union	3	6%
2	A2.12 : Better education for better future B2.2: Oeka learns a lesson B2.7: A country life for me B2.8: How can you become an effective independent learner	4	8%
3	A3.10:Medical innovators: Text A,B,C,D A3.12: Night of the scorpion B3.2: Killer disease B3.2 : Fact sheet :Malaria Revision reading : from the African child	8	16%
4	B4.2: HIV/AIDS in Africa –five texts	5	10%
5	A5.3 : Reading about Ethiopia A5.8: The impact of tourism A5.7: Operation rhino	3	6%
6	B6.1:Ten different kinds of extracts B6.3:Leavingmiguel street Revision reading :song of lawino	12	24%
7	A7.2: The challenge of climate change B7.7: What weather forecasts are important	2	4%
8	A8.2:The tale of tape A8.8: Extract from the African child B8.8:How the world is dealing with water shortage	3	6%
9	A9.2:Disability is no obstacle –three texts Revision reading :palm leaves of childhood	4	8%
10	A10.1: The miracle on the Han river A10.5: Why the old woman limps	2	4%
11	A11.1:Saida has been found B11.5: Job advertisement	2	4%
12	B12.4: Beware the digital age Revision reading	2	4%
Total		50	100%

Table 4 reveals the distribution of reading texts in relation to the number of units in grade 11 English text book. As it can be clear in the table, the book is organized in twelve units. All units incorporate a total of fifty (50) reading extracts .12(24%) is the maximum frequency which are illustrated in unit six; whereas, the minimum rate, 2(4%) of reading texts confined to each unit seven, ten, eleven and twelve. And also, some units almost have a balanced distribution of reading texts as it can be shown in the table. Hence, unit seven, ten, eleven and twelve have 2(4%) of texts individually. 3(6%) of reading inputs

are found in each unit one, five and eight. Moreover, 4(8%) of extracts are integrated in unit two and nine individually. To this end, 2(10%) and 8(16%) of texts are included in unit four and three respectively.

Table 5: Analysis of text types based on their dominant generic structures and language features in grade 11English

Text type	Reading topics	Frequency	Percentage
Narrative	B2.2:Oweka learns a lesson A3.10: Medical innovators – Text A,B,C,D , biography (4) B5.7: Operation rhino B6.3: Leaving Miguel street AA8.2:The tale of tape A9.2: Disability is no obstacle to success- texts(3)	12	30.8%
Poetry	A1.7: The anthem of the African union A3.12 : Night of scorpion Revision reading : Acoli cooking Revision reading : Palm leaves of child hood A10.5:Why the old woman limps	4	10.2%
Information report	B1.2:The achievement of African union A1.2: The vision of Africa union A2.12: Better education for better future B3.2:Killer disease B3.8: Factsheet –malaria B4.2 :HIV/Aids in Africa-5 texts pages from 111-114 B8.8: How the world is dealing with water shortage	11	28.2%
Recount	Revision reading :From the African child by Camara Laye A8.8:Extract from the African child A11.8:Saida has been found	3	7.7%
Procedure	B2.8 : How can you become an effective independent learner Revision reading –page ,301	2	5.1%
Exposition	B2.7: A country life for me B11.5 : Job advertisement B12.4:Beware of the digital age	3	7.7%
Explanation	A5.3: Extract from tourist brochure A5.8: The impact of Tourism A7.2: The challenge of climate change B7.7: why weather forecasts are important A10.1:The miracle on the Han river	5	12.8%
Total		40	100%

Table 5 indicates the seven categories of text types based on the dominant generic structure and language feature. The table provides the reading topics and rate of each of these texts throughout the book. In comparison to other genres, thus, a large proportion of 12 (30.8%) of texts have the structure and feature of narrative types. On the one hand, 11(28%) of information report texts holds the second place next to narrative ones; on other hand, 3(7%) of both recount and procedural texts take the least share in the course

book. In addition to these, 4(10.2%) of reading texts are extracted from poetry, and others 5(2.8%) of them are categorized under explanation texts.

To sum up, it can be conclude from the table that the majority of reading texts integrated in grade 11 students' book is dominantly narrative structure and features.

Table 6: Specific text types in grade 11 English based on their forms

Text types	Reading texts	Frequency	Percent
An Extracts from Short story	Revision reading –extract from the African child B5.7: Operation rhino B6.1: Text G A8.2: The tale of tape	4	8%
An Extracts from Novel	B2.2: Oweka learns a lesson B2.7: A country life for me B6.1: Texts H and I B6.3: Leaving Miguel street	4	8%
Poem	A1.7: The anthem of African union A3.12: Night of scorpion B6.1: Text A Revision reading –Palm leaves of childhood B9.8: An American girl with a disability A10.5: Why the old woman limps	6	12%
Biography	A9.2: Disability is no obstacle to success(3 texts)	3	6%
Email	B6.1: Text B	1	2%
Magazine article	A2.12: Better education for a better future A5.8: The impact of tourism B6.1: Text J A7.2 : The challenge of climate change B7.7: Why weather forecasts are important B8.8: How the world is dealing with water shortage B12.4: Beware the digital age	7	14%
Newspaper report	B3.2: Killer disease B4.2: HIV/AIDS IN Africa(5 texts) A11.1: Saida has been found!	7	14%
An extract from brochure	A5.3: Reading about Ethiopia –An extract from tourist brochure	1	2%
Advertisement	B11.5: Job advertisements	1	2%
Science text book	B6.1: Text C	1	2%
Lecture	A1.7: The achievement of the African union B1.2: The vision of African union	2	4%
Instruction/ Direction	B2.8: How can you become an effective independent learner] B6.1: Text D Revision reading	3	6%
Play	Text E	1	2%
Autobiography	A3.10 : Medical innovators(4 texts) A8.8: Extract from the African child	5	10%
Leaflet	B3.8: Factsheet-malaria	1	2%
Letter	A4.9: Request letter B5.6: Compliant letter B6.1: Text F	3	6%
Total		50	100%

Table 6 tabulates specific text types based on their form. Accordingly, grade 11 English largely encompasses reading texts extracted from an equal proportion of 7(14%) of each magazine articles and newspaper reports. Secondly, magazine and newspaper articles are followed by poems which account for 6(12%) in the book. Third, 5(10%) of the reading texts are also autobiographical sketch. Similarly, the reading texts were extracted from short stories 4(8%) and novel 4(8%) forms. On the other hand, there are another types of texts that are supplied from biographies, instructions and letters in which each type has the rate of 3(6%) of texts. Furthermore, 2(4%) of extracts are from lecture notes, and the rest of each of 1 (2%) of other texts are from leaflet, play, science text book, advertisement, extract from brochure and email.

Therefore, anyone can conclude from the table that the reading texts in grade 11 English were adapted from a variety of sources, but magazine articles and newspaper reports are dominantly used.

Table 7: Major reading text types in grade 11 English based on the dominant communicative purpose

Purpose of texts	Reading texts title	Frequency	Percentage
Dominantly narrative	B2.2 : Oweka learns a lesson A3.10: Medical innovators (4 texts) A3.12: Night of scorpion Revision reading (unit 3) –extract from the African child B4.2: AIDS test villagers commits suicide B5.7: Operation rhino B6.3:Leaving Miguel street A8.2:The tale of tape A9.2:Disability is no obstacle (3 texts) Revision reading(unit 9) –Palm leaves of childhood A11.1: Saida has been found!	16	41%
Dominantly expository	A1.7: The Anthem of African union A1.7: The vision of African union B1.2: The achievement of African union A2.12: Better education for a better future B2.8: How can you become independent learner? B3.2: Killer diseases B3.2: Factsheet –malaria B4.2: Blanket HIV testing could see AIDS dying out in 40 years B4.2: Lesotho’s life expectancy cut short by HIV , TB B4.2:Fea of knowing HIV status hurts blood donation A5.8:The impact of tourism B7.7: Why weather forecasts are important B8.8: How the world is dealing with water shortage A10.1: The miracle on the Han river Revision reading (unit12)	15	38.5%
Dominantly argumentative	B2.7: A country life for me B4.2: Cellphones the latest tool in Africa’s fight against HIV A7.2: The challenge of climate change B11.5: Job advertisement B12.4: Beware the digital age	5	12.8%
Dominantly descriptive	A5.3: An extract from tourist brochure /website Revision reading(unit 6) –Acoli cooking A10.5: Why the old limp	3	7.7%
Total		39	100%

As shown in the table 7, all reading extracts in grade 11 English text book can be classified under four main text types based on the dominant communicative purpose. In line with this analysis, 16 (41%) of the majority of texts have the purpose of narration. Next to the narrative texts types in this book, a proportion of 15(38.5%) of texts have

dominantly the role of informing the readers out of the total number of texts in these categories. The rests of 5(12.8%) and 3(7.7%) of texts are identified largely to have persuasion and descriptive function respectively.

Thus, as it can be realized in the above table, the majority of reading materials in grade 11 English are used to entertain the readers by telling stories.

4.3.2 Evaluating the Appropriateness of some Selected Literary Texts Based on the Criteria of Text Selection

Grade 11 English text book contains 14 imaginative literary texts to teach reading skills. These literary texts include three extracts from noble, six short stories and five poems. However, this below analysis is conducted only on three poems, two short stories and three novel extracts for its convenient.

Table 8: An Evaluation on the appropriateness of literary texts entitled as Oweka learns a lesson, Night of scorpion, Operation rhino and leaving Miguel Street based on their length, linguistic level and cultural familiarity

No	Reading texts' topics	Text selection criteria		
		Length	Linguistic level	Cultural familiarity
1	B2.2 Oweka learns a Lesson	This noble is extended from pp44-45; but it has organized in one long paragraph and 35 lines. Based on this criterion, this noble has fairly appropriate length to students' linguistic level and reading speed because it has moderate length.	According to this criterion, the content analysis found that this literary text is good in sentences length, vocabulary level and syntactic structure. However, it is poorly organized because it is only composed in one paragraph.	This text is an extract from a novel written by Marry Abago, Ugandan writer. The theme of this novel is the importance of educating female in society. In this study, the content analysis showed that this literary text depicts students' familiar cultural background. As a result, students' prior knowledge and past experience help to comprehend the texts easily.
2	A3.2 Night of scorpion	As the content analysis of this study found that this poem has moderate length for students' level. The length of poem fairly suit for students' reading speed and linguistic level. The poem almost covers one page, and it has 48 lines.	The content analysis showed that the poem has poor organization. Its' stanza is not clearly shown. It contains very long sentences; but there are some loaded vocabularies and expressions, slangs and colloquial words.	The poem is written by an Indian famous poet, Ezekiel Nissib. The theme of the poem is the role of traditional medicine when one is stung by scorpion. The text is taken from outside students' context, the object of the poem is unfamiliar with students' background knowledge.
3	B5.7 Operation rhino	As showed in content analysis scheme, this extract has an average length. It covers one page and has 8 paragraphs. It has appropriate duration to complete in one reading lesson.	This text is poorly organized, scrambled paragraphs. The sentences are too long and have complex structures. The vocabulary used in this text is challenging for students' grade level.	This text is about a problem faced in national parks and game reserves in East Africa. The context of this extract is common for students' cultural background because the topic is given for students in most science class.
4	B6.3 Leaving Miguel street	This extract is about a young man leaving in Miguel street in the capital of Trinidad, indies. The input is almost extended to more than one page. It has 53 lines. So, it has moderate length to the class level.	The content analysis for this study found that this text contains very long sentences. The paragraph is poorly organized and complex structure; there is no enough space between the paragraphs. The text has some deviant forms of language that is little different from standard English	This extract is written by V.S Naipaul .It is about a young man leaving in Miguel street. The theme of this extract is about traditional beliefs in Trinidad. The study found that this short story has no pre reading questions to stimulate their schemata to familiarize with their cultural background. Therefore, this literary text reflects culture which is not directly related to students' cultural context

The above table reflects the outcome of the study evaluation conducted on some selected literary texts based on the appropriateness of length, linguistic level and cultural familiarity. Accordingly, all the literary texts shown in the table have medium length for students' level. Regarding to the linguistic level of texts integrated in eleventh grade, the majority of literary texts are found containing very long sentences, difficult vocabulary,

speeches of a particular locality and complex structures or expressions for students' linguistic competence. The third criterion used in this study was the appropriateness of literary texts for students' cultural familiarity. In this study, the content analysis found that the majority of literary texts contain traditions, ceremonies and objects that depict cultural background that are far removed from the target students' culture.

Therefore, from this finding, it can be concluded that the majorities of literary texts integrated in grade 11 have fairly appropriate length, but linguistically ill, culturally unfit with this grade level and has lengthened sentences size.

Table 9: An evaluation on the appropriateness of the literary texts entitled as Acoli cooking, the Tale of tape, from the African child and why the old woman limps based on their length, Linguistic level and cultural familiarity.

No	Reading titles	Text selection criteria		
		Length	Linguistic level	Cultural familiarity
5	Acoli cooking -page 162	This poem comprises half pages and it has fifty lines. When the length of the text do not match with the students' reading skills and linguistic level, students may feel frustrated, boredom and lose hope to go on reading. However, this study found that "acoli cooking" has fairly appropriate length for students' level.	This poem has no pre reading questions to predict about the poem and guess before read it. It uses Advanced language like metaphors, difficult words for this grade level, syntactical complexity. Additionally, the poem is organized in complex lines and has un clear stanzas. So, the linguistic proficiency of grade 11 is not cope with the linguistic difficulty of this text	This poem is extracted from the song of Lwino by Okot P Bitek. The poem shows similarities and differences between the tradition and modern ways of cooking. Even though the poem is written in Uganda. Therefore, it is unfamiliar to Ethiopian students' cultural background
6	A8.2 The tale of tape	This short story covers over 1page and has 53 lines. Thus, this text has moderate length for students' grade level and linguistic proficiency. This text organized in story form without paragraph.	As the study found, this literary text contains very long sentences, complex structure and difficult vocabulary (for example: humming, hawing, disentangled, dived).	The theme of this short story extract is the shortage of tape water. This story is familiar with students' culture because the extract is very much related to the students' socio cultural expectation to understand the text
7	From the African child page- 207	This story is relatively moderate in its length. It covers half page, with four paragraphs and 25 lines. Long texts make students bored and demotivated.	The content analysis found that the story from the "African child" is easy to read, the structure is straight forward, familiar vocabulary and organized in simple and compound sentences.	This story extract is taken from "The African child "by Camara Laye. The theme of the text is memory of life in Guinea, West Africa. The setting of the story is in west Africa so that this story is far removed from students' cultural background.
8	A10.5 Why the old woman limps	From the content analysis of the study, this poem is organized in three stanzas with 23 lines .It covers only half pages. Therefore, poem has appropriate length to teach within specific lesson period.	According to this criterion, the presentation of the poem is not good. It uses very long sentences; it uses some challenge full vocabulary item for this grade level.	This poem is written by Lubegna Mphande from Malawi. The theme of the poem is an old woman limps due to her restless daily routine activity. The poem narrates the story from Malawi cultural perspectives; our students cannot understand easily.

Table 9 also demonstrates the evaluation of some other selected literary texts taken from eleventh grade in term of their appropriateness of length of texts, linguistics level and cultural background. As it can be found from the content analysis of this study, most of the literary texts seem to have moderate length for this grade level. Similarly, as shown in the table, most of the texts are culturally far from students' context. Moreover, the majorities of literary texts are poorly organized and have some unfamiliar lexis.

Table 10: An Evaluation on the literary texts (Oweka learns a lesson, Night of scorpion, Operation rhino and leaving Miguel street) based on their exploitability, relevance and interestingness of texts

No	Reading texts' topic	Text selection criteria		
		Exploitability	Relevance	Interestingness
1	B2.2 Oweka learns a lesson	This extract is syntactically appropriate and well organized. It uses simple lexical items. Thus, the text is exploited easily in this grade level	The theme of this text is "Educating female means educating the society." The content analysis showed that the information conveyed through this topic is relevant for students' life experience.	This extract is adapted from outside our country; students' cultural background knowledge is mismatch with the text. Thus, students are not interested to read, understand it and enjoy with their culture.
2	A3.12 Night of scorpion	As showed during content analysis, this poem is syntactically ill and poorly organized. more over the poem is full of literariness like irony, metaphor, simile and deviant language. However, Students in this grade level are linguistically immature or low linguistic proficiency. This makes them unable to exploit the story easily.	This poem aware student about the importance of traditional medicine. Thus, such types of texts give relevant information for students' day to day life experience.	The language level of this poem is difficult. But students in this grade level have poor literary competence so that they are demotivated to read it.
3	B5.7 Operation rhino	The exploitability level of this story is challenging due to its in appropriateness of sentence length; but good in vocabulary level	This topic discusses relevant issues for the target students because it shows the current problem occurred in national park and game reserves.	This story is clear and simple to follow. It also reflects current issue. Students are interested to read such type of text.
4	B6.3 Leaving Miguel street	The finding showed that the story contains very long sentences and complex structure. It uses special variety of English that is little different from the standard English. Eg. "You getting forgotten, eh?" It also uses dialects and figure of speeches which is difficult for students to understand the text.	This story describes the traditional belief which far removed from students' context. The content analysis found that the story contains information that is irrelevant to our students.	As found in this analysis, this story is linguistically challenging and culturally unfamiliar. This results boredom and demotivating students.

Therefore, we can conclude from the above table that, the majority of literary texts contain very long sentences, complex structure and difficult vocabulary. Due to this fact, learners encounter challenges from the exploitability of texts to develop their linguistics competence. The content analysis showed that the subject matter of most texts is relevant to students' life experience. However, the majority of literary texts demotivate students' interest even they contain contemporary and relevant issues.

Table 11: An Evaluation on the literary texts (Acoli cooking, the tale of tape, from the African child and Why the old woman limps) based on their exploitability, relevance and interestingness

No	Reading topics	Text selection criteria		
		Exploitability	Relevance	Interestingness
5	Acoli cooking page162	This poem is linguistically difficult.it uses advanced language which are difficult for grade 11 students' linguistic ability and literary background	This poem depicts the comparison of modern and traditional way of food preparation. However, it is not relevant to students' life experience.	The topic of this poem relevant to students' life experience. However, it is linguistically difficult. As a result, it lacks students' interest and need.
6	A6.2 The tale of tape	Even though the story is very familiar with learners' socio cultural background, its linguistic level is difficult.	This text is developed on relevant topic for students' real life situation because it conveys common information about shortage of water.	This text is extracted from authentic material. So it appeals to students. It is culturally familiar topic. Students are interested to read and understand easily.
7	From the African child – page 207	The length of this story, sentences construction and vocabulary level are appropriate. Therefore, this story is comfortable for eleventh grade students.	This story is about author's memory of life. thus, it doesn't very important for students' professional and academic life	The language level of the poem is not exploited easily by students of this grade level.so it is demotivating students.
8	A10.5 Why the old woman limps	Even though this poem has manageable length and use un desired lexical items. As a result, students cannot exploit it easily.	This narrative poem teaches us the habit of hard working. Hence, it is relevant topic for students' life experience.	This poem is about an agony woman who limps by restless work. The languages used in this poem arouse students' interest and need.

Table 11 shows the finding from the content analysis on the exploitability, relevance and interestingness of some selected literary texts:”Acoli cooking”, “The tale of tape”, “From the African child” and “ Why the old woman limps” respectively. As the study found that an average of the literary texts are exploited by students in this grade level. Additionally, most of literary texts' topics are relevant to students' professional and

academic life. Similarly, the result of the study shows that some of the literary texts which inserted in eleventh grade are interesting to the target students.

Thus, one can draw a conclusion from this table that there are a number of literary texts which are not exploited easily, demotivating due to its linguistic level; but most of the topics of the literary texts are relevant to understand different cultures.

4.4 Data from Students' Questionnaire

Table 12: Students' response on the appropriateness of reading texts based on the selected criteria related to students

No	Items	Alternatives										Total	
		Strongly agree		Agree		Neutral		Disagree		Strongly disagree			
		F	%	F	%	F	%	F	%	F	%		
1	The reading texts are compatible to the students' age level	7	23.3%	9	30%	-	-	8	26.7%	6	20%	30	100%
2	The reading texts are relevant to learners' grade level	8	26.7%	11	36.7%	-	-	6	20%	5	16.7%	30	100%
3	The reading texts arouse students' interest and motivation due to its organization and theme.	6	20%	10	33.3%	3	10%	6	20%	5	16.7%	30	100%
4	Students' cultural background corresponds closely With most reading inputs	9	30%	6	20%	-	-	12	40%	3	10%	30	100%
5	Students' reading proficiency is sufficient to understand the texts	5	16.7%	6	20%	-	-	7	23.3%	13	43.3%	30	100%
6	Students' literary background is fit with their linguistic competence set in the syllabus	5	16.7%	5	16.7%	-	-	12	40%	8	26.7%	30	100%
7	The reading texts are suited for intellectual maturity of students	8	26.7%	7	23.3%	-	-	9	30%	6	20%	30	100%

As illustrated in the above table, the student participants were asked to give their own opinion whether the reading texts are appropriate or not in relation to the criteria set for students. Hence, according to item1 in table 8, a high proportion, 9(30%) of participants agreed with the statement that the reading texts are compatible to the students' age level. Similarly, 7(26.7%) of respondents were strongly agree with the same item. Whereas a significant proportion of participants, 20(46.7%) which is the sum of 8(26.7%) disagree and 6(20%) strongly disagree, responded it negatively. As shown in the same table for item 2, students were inquired if the reading texts are relevant to students' grade level. Thus, 11(36.7%) of the majority of the respondents agreed that the reading texts are relevant to students' grade level. And other 8(26.7%) of the respondents also have strongly agreed with it. For the same item, still few proportion of student respondents [6(20%) disagree and 5(16.7%) strongly disagree] revealed that the reading texts are irrelevant to students' grade level. On the other hand, as indicated in item3, 10(33.3%) of respondents were disagreed about the interestingness and motivational level of reading texts in terms of its organization and theme; while 5(16.7%) of fewer participants have strongly disagreed about it. Furthermore, half of the respondents 15(50%), which is the sum of 6(20%) agree and 6(20%) strongly agree, replied that the reading texts arouse students' interest and motivation due to its organization and theme. But few, 3(10%) of the respondents were neither agree nor disagree. In a similar table in item 4, 15(50%) of the respondents, which are 6(20%) of agree plus 9(30%) of strongly disagree, reported that students' cultural background corresponds closely with most reading inputs; whereas, 15 (50%) of the respondents, which are the sum of 12(40%) disagree and 3(10%) strongly disagree, revealed that the reading texts are not corresponding closely to students' cultural background.

Regarding to item 5 in the above table 8, students made an attempt to scale the extent of their agreement about whether the students 'reading proficiency is sufficient to understand the texts or not. In line this, 20(66.6%) of participants, which are drawn from 13(43.3%) of strongly disagreed and 7(23.3%) of disagreed group, responded that students' reading proficiency is insufficient to understand the texts. In contrast, a bit more than a quarter, 11(36.7%) of respondents replied from the range of agree to strongly agree with statement given in the table for item 5. In the same way, the participants were

requested their opinion on item 6. Accordingly, 12(40%) of the respondents agreed about the statement that students' literary background is fit with their linguistic competence set in the syllabus. Similarly, for the same item, 8(26.7%) of the participants have strongly disagreed about the appropriateness of students' literary background with their linguistics competence. In contrast with the above data, 10(33.4%) of the respondents, which is 5(16.7%) agree and 5(16.7%) strongly agree, responded for item 6 positively. Finally, for the last item, an equal proportion of, 15(50%) of respondents which are the sum of 7(23.3%) of agree and 8(26.7%) of strongly agree, expressed that the reading texts are suited for intellectual maturity of students. On the other hand, a significant proportion of the participants were asked in the same table under item 7 so that 9(30%) and 6(20%) of the respondents replied that the reading texts are not suitable for learners' intellectual maturity.

Therefore, it can be inferred that the majority of reading texts integrated in eleventh grade are appropriate with students' age bracket and grade level ; but students' cultural background and their intellectual maturity level is still apart of challenging area to understand a text. On the other hand, students' reading proficiency and their literary background are other obstacles in foreign language reading class.

Table 13: Students 'response on the appropriateness of reading texts based on the selected text related criteria

No	Items	Alternatives								Total	
		Excellent		Good		Quite good		Not very interesting			
		F	%	F	%	F	%	F	%		
1	The length of the text is manageable to use within the class time given	1	3.3%	6	20%	14	46.7%	9	30%	30	100%
2	Vocabularies and syntax of a texts are appropriate to the level of the students	4	13.3%	6	20%	12	40%	8	26.7%	30	100%
3	The reading materials are relevant for students' real world reading purpose	7	23.3%	1 1	36.7%	6	20%	5	16.7%	30	100%
4	The reading texts are easily exploited by the students for language learning purpose	4	13.3%	8	26.7%	10	33.3%	6	20%	30	100%
5	The reading texts are familiar to students culturally , historically and cognitively	8	26.7%	7	23.3%	9	30%	6	20%	30	100%
6	The reading texts are so lexically dense that it excludes understanding essential meanings	4	13.3%	6	20%	15	50%	5	16.7%	30	100%
7	The literary inputs are learnable or teachable in this grade level	2	6.7%	8	26.7%	13	43.3%	7	23.3%	30	100%

As tabulated under Table 13, the data on the relevance of reading texts based on the selected text related criteria are displayed. As it can be seen in item 6, the majority of 15 (50%) of the respondents revealed that the lexical density of reading texts is quite good for understanding essential meanings. on contrary to this, 4 (13.3%) of few other respondents said excellent for the same item. Still 6 (20%) of respondents remarked good but 5(16.7%) of other respondents were not interested on item number 6. As shown in the table under item no1, the manageability of the length of the texts within the class time given is quite good in reference to14 (46.7%) of the respondents. Conversely a minimum number of, 1(3.3%) of respondents suggested that the length of reading texts are excellent to manage within the class time given. However, in a similar item, 9(30%) of the respondents were not interested with the length of texts and 6(20%) of the respondents pointed at good scale to indicate the manageability of the length of reading texts incorporated in 11 grade. Regarding to the learnability or teach ability of the literary inputs integrated in this grade level, students were asked to respond under item 7 in the above table. Thus, 13(43.3%) of the respondents replied quite good for this item. Other 8(26.7%) of respondents provided good remark for the learnability and teach ability of the literary texts, whereas the least, 2(13.3%) of respondents replied excellent for a similar item. Similarly, in the table above for item 2, students were asked for their opinion about the appropriateness of vocabularies and syntax of the texts to the level of students. According to this table, 12(40%) of the respondents gave a remark of quite good, but 8(26.7%) of the respondents were not interested in the item. On the other hand, there are also few other respondents who replied good, 6(20%) and excellent, 4(13.3%) for the same item respectively.

The respondents were also asked about the relevancy of reading materials for real world reading purpose in the above table under item number 3. Hence, about 11(36.7%) and 7(23.3%) of the respondents have also said good and excellent in the order they appear. However, a small number of respondents, 6(20%) and 5(16.7%), gave their feedback from the range of quite good to not interesting respectively. In the same table, for item number 4, most of 10 (33.3%) of students replied that the reading texts are quite good to be exploited by the students for language learning purpose. For the same item, 8(26.7%) of the students responded good and 6(20%) of the students were not interested about the

exploitability of the reading texts. Moreover, 4(13.3%) of few respondents revealed that the reading texts have excellent exploitation for language learning purpose in this grade level. As far as the response given in the table for item5, 7(23.3%) and, 8(26.7%) of students subscribed from the range of very good to good about the cultural, historical and cognitive familiarity of the reading texts. Besides, 6 (20%) of the respondents replied as the familiarity of the reading texts are not interesting for the learners' cognitive, historical and cultural background; whereas, 9(30%) of them were replied quite good

Therefore, from the finding which illustrated in the above table, it is possible to understand from the majority of the student respondents that the reading texts are fairly appropriate in terms of its lexical density, length, learnability and exploitability of texts compiled in11 grade English. Thus, one can infer that the reading texts use a large number of unfamiliar words which obstruct meanings .What is more, the reading texts are still challenging to complete within the teaching reading period due to its length. Due to these facts, students are not able to learn and exploit text at this grade level easily.

Table 14: Students' response on the interestingness and motivational level of reading texts incorporated in grade 11 English

No	Items	Alternatives										100%
		Strongly agree		Agree		Neutral		disagree		Strongly disagree		
		F	%	F	%	F	%	F	%	F	%	
1	The reading texts covers most of all learners' needs	5	16.7%	6	20%	-	-	10	33.3%	9	30%	100%
2	The reading texts are highly engaging , thought provoking , energizing and compelling to students	3	10%	6	20%	-	-	12	40%	9	30%	100%
3	The reading texts deals with issues related to students' understandings and appreciations	6	20%	13	43.3%	-	-	10	33.3%	1	3.3%	100%
4	The reading texts arouse students' potential interest, capacity and provide motivation due to its organization and theme.	3	10%	10	33.3%	-	-	12	40%	4	13.3%	100%
5	The reading texts stimulate students' background knowledge and increase their involvement in language learning class	6	20%	7	23.3%	4	13.3%	10	33.3%	3	10%	100%

The table above depicts participants' feeling about the interestingness and motivational level of reading texts incorporated in grade 11. Hence, for item1, 19(63.3%) of students, which is the sum of 10(33.3%) disagreed and 9(30%) strongly disagreed, showed that the reading texts do not fulfill most of learners' need. However, below half of respondents 11 (36.7%), (which is 6(20%) agreed plus 5(16.7%) strongly agreed), replied their agreement for item 1 that the reading texts covers most of learners' need. According to the response for item1, one can assess that the reading texts are not selected based on learners' need and interest. For item 2, which asked students to give their opinion on whether the reading texts are highly engaging , thought provoking, energizing and compelling to students or not. Thus, 21(70%) of the majority of the respondents, (12(40%) disagreed and 9(30%) strongly disagreed), expressed their disagreement on item 2. On the other hand, for a similar item, 9(30%) of the respondents, which is the sum of 6(20%) agreed and 3(10%) strongly agreed, responded that the reading texts are highly engaging, thought provoking, energizing and compelling to students. Therefore, from the participants' response in item 2, it is possible to infer that students are dissatisfied with the reading texts to use. As it can be also seen in the same table on item number 3, 13(43.3%) of the majority of participants agreed that the reading texts are dealing with issues related to students' understandings and appreciations. Besides, 6(20%) of the respondents have a similar idea with it. Whereas, other 11(36.6%) of respondents, (which is 10(33.3%) disagreed plus 1(3.3%) strongly disagreed), replied that the reading texts are not dealing with issues related to students' understandings and appreciations. This indicates that the reading texts in the text book do not deals important issue related to students' understandings.

In the above Table, under Item 4 which required students to examine if the reading texts arouse potential interest, capacity and provide motivation in term of its organization and theme. Accordingly, a bit less than half of, 13(43.3%) of the students showed their agreement; while, a bit more than half of, 16 (53.3%) of the respondents disagreed with the statement for the same item. Respondents were also asked if the reading texts stimulate students' background knowledge and increase their involvement in language learning class in the same table under item 5. Hence, a bit more than a quarter, 10(33.3%) of the participants show their agreement that the reading texts stimulate students

background knowledge and increase participation in the class; whereas, a bit more than half of, 16(53.3%) of the respondents expressed their disagreement with the statement under item 5. On the other hand, 4(13.3%) of the respondents were neither agree nor disagree.

Therefore, the data shown above depicts us that the majority of the respondents disagreed on the interestingness and motivational level of reading texts. This implies most reading texts in the text book lack students' interest, curiosity and motivating to practice reading.

Table 15: Students' response on the relevance of reading texts' content

No	Item	Responses									
		Strongly agree		Agree		Disagree		Strongly disagree		Total	
		F	%	F	%	F	%	F	%		
1	The contents of reading texts cover a varieties of issues that introduces students to new ideas , concepts and different perspectives	9	30%	16	53.3%	5	16.7%	-	-	30	100%
2	The contents of reading texts contain relevant topics to the students' other academic subject	8	26.7%	17	56.6%	5	16.7%	-	-	30	100%
3	The contents of reading texts encourage learners to develop reading skills and strategies	10	33.3%	11	36.7%	2	6.7%	7	23.3%	30	100%
4	The contents of reading texts offer opportunities for integrated language learning	9	30%	16	53.3%	5	16.7%	-	-	30	100%
5	The themes of reading texts are culturally appropriate and are free from any kind of discrimination	5	16.7%	8	26.7%	7	23.3%	10	33.3%	30	100%
6	The reading texts lead to practical applications in students' everyday life	9	30%	10	33.3%	3	10%	8	26.7%	30	100%
7	The contents of reading texts are adapted from favorable reading genres and comes from varieties of resources	11	36.7%	13	43.3%	6	20%	-	-	30	100%
8	The topics are close to learners' context so they are dominantly authentic.	8	26.7%	15	50%	2	6.7	5	16.7%	30	100%
9	The contents of reading texts promote active learning and participation	10	33.3%	12	40%	8	26.7%	-	-	30	100%

As shown in the above Table 15, the participants were asked to rate the extent of their attitude or perception regarding to the relevance of the contents of reading texts. As indicated in item 1 above, 25 (83.3%) of the majority of the respondents expressed their agreement favourably with the statement as the content of the reading texts cover a variety of issues that introduces students to new ideas, concepts and different perspectives. While very few, 5 (16.7%) of respondents have disagreed that the contents of reading text hardly contribute for students to learn new language items. Similarly, the same number of response is given for item 2 as item 1. Hence, 25 students (83.3%), which is the sum of 8 (26.7%) agree and 17 (56.6%) strongly agree, show their agreement with the statement that the contents of reading text contain relevant topics to the students' other academic subjects. Whereas, a small proportion of (16.7%) participants disagreed with this statement. For item three, 11 respondents (36.7%) agree and 10 respondents (33.3%) strongly agree that the contents of reading text encourage learners to develop reading skills and strategies. On the other hand, 2 (6.7%) of respondents disagree and 7 (23.3%) of respondents strongly disagree with that the reading contents do not encourage learners to develop reading skills and strategies. In the same table under item 4, participants were also asked if the contents of reading text offer opportunities for integrated language learning. Thus, a bit more than half of, 16 (53.3%) respondents agreed and 9 (30%) of the respondents have strongly agreed. In contrast, few other participants 5 (16.7%) disagreed with the statement that "The contents of reading text offer opportunities for integrated language learning." From this response, it can be inferred that the reading inputs included in the text book give a room for learning other language elements.

As can be also seen under item 5, 13 (43.4%) of students replied that the theme of reading texts is culturally appropriate and are free from any kinds of discrimination; while, 17 (56.6%) number of respondents assert that the theme of reading texts isn't culturally appropriate and shows some sort of bias. Therefore, this tells us most of reading contents in grade 11 English taken from outside students context. In the same way, from the total number of respondents, a quarter 10 (33.3% of the respondents) replied agree and below a quarter, 9 (30%) of the respondents strongly agree with the statement for item number 6. On the other hand, a small number of respondents, 3 (10%)

said disagree and 8(26.7%) strongly disagree. Thus, from this afore mentioned data it is perhaps easy to conceptualize that the reading texts lead to practical applications in students' everyday life. In the table for item 7, students were asked about whether the content of reading texts are adapted from favourable reading genres and varieties of resources or not. Accordingly, 13(43.3%) of the respondents agree and 11(36.7%) strongly agree with the item. However, 6(20%) of the respondents replied that the contents of reading are adapted from unfavourable genres and resources. Thus, it seems that the dominant reading contents in the current teaching material in grade 11 English are extracted from relevant topics or themes. Likewise, for item number 8, students were asked their attitude about the authenticity and closeness of the topics to learners' context. Having in mind this, half of the respondents 15 (50%) have agreed and 8(26.7%) replied strongly agree. But, Very few 2(6.7%) and 5(16.7%) of respondents expressed their disagreement with the statement that the topics are not close to the topic and are contrived. Finally, for item 9, 22(70%) of the respondents, which is the sum of 12(40%) agree and 10(33.3%) strongly agree, replied that the content of reading texts promote active learning and participation; whereas only 8(26.7%) of the respondents disagreed with the statement under item 9.

Thus, it can be inferred that the majority of the content of the reading texts cover a varieties of issues that introduce students to new ideas, concepts and different perspectives. Besides, the content of the reading texts contain relevant topics and offer opportunities for integrated language learning.

Table 16: Students’ response on beneficial level of literary texts for students’ general language improvement

No	Items	Responses									
		Very high		High		Moderate		Low		Total	
		F	%	F	%	F	%	F	%		
1	The literary texts expand students’ awareness of the English language with creativity and imagination	10	33.3%	14	46.7%	5	16.7%	1	3.3%	30	100%
2	The literary texts are helpful to entertain or aware of different cultures and traditions to have cross cultural - wisdom	6	20%	13	43%	9	30%	2	6.7%	30	100%
3	The literary texts develop students’ ability to infer meaning and to make interpretation	7	23.3%	8	26.7%	12	40%	3	10%	30	100%
4	The literary texts provide valuable authentic themes	5	16.7%	6	20%	9	30%	10	33.3%	30	100%
5	The literary texts facilitate high demands for intensive and extensive reading	9	30%	14	46.7%	6	20%	1	3.3%	30	100%
6	The literary texts accelerate syntactic knowledge and vocabulary enrichment	6	20%	16	53.3%	5	16.7%	3	10%	30	100%
7	The literary texts enhance students’ critical thinking	9	30%	12	40%	7	23.3%	2	6.7%	30	100%

The aim of this part of the questionnaire checklist was to analyze the data obtained from students’ response on the beneficial level of literary texts for general language improvement. Under this section, seven items were prepared for students to get their reaction towards the advantage of each literary input. Accordingly, in the table12 above, for item 1, 24(80%) of the respondents (Which is the sum of 10(33.3%) and 14(46.7%)) replied from the range of high to very high. This implies the majority of students find out that the literary texts have highly benefits to expand students’ awareness of the English language. From the participants’ response in this item, one can infer that the literary texts lead learners to high motivation, creativity and imagination. In the same item, 5(16.7%)

of few respondents replied that the literary texts are moderate to expand the awareness of English. The least other, 1(3.3%) of the participants also responded to the statement as the literary texts have low quality to develop English language awareness so that learners' motivation, creativity and imaginative is unsatisfactory. As could be observed from the table in item number 2, a significant number of student participants seem to have favorable view about the benefits of literary texts to entertain or aware of different cultures and traditions. Accordingly, 22(73.3%) of the respondents which equals 13(43%) high plus 9(30%) moderate scaled from the range of moderate to high. From this data analysis, anyone can deduce that the literary texts are entertaining various cultures and tradition moderately. For the same item, 6(20%) of the student respondents said that the literary texts have very high benefits to entertain or aware of different cultures and traditions. Still fewer, 2(6.7%) of participants replied that the literary texts are less relevant to entertain and aware of multi cultures .As depicted in the same table with item 3, 12(40 %) (44.8%) of participants expressed that the literary texts are temperate to develop students ' ability to infer meanings and to make interpretation. This implies that the literary texts are less beneficial to develop the ability to interpreter and infer meanings. For the same item, students gave response based on their own beliefs. Hence, half of, 15(50%) of the respondents which equals 8(26.7%) high plus 7(23.3%) very high expressed that the literary texts are above high or highly useful to develop the ability to make interpretation and infer meanings. But some, 3(10%) of respondents suggested that the reading texts do not have much benefits.

Likewise from the table above in item 4, 10(33.3%) of the student participants replied that the literary texts provide less worthy themes; whereas 9(30%) of the respondents depicted that the literary texts in 11grade English provide moderate authentic themes. Thus, one can assert from response that most of the literary texts developed from invented stories. In the same way, 11(36.7%) of the respondents [which is the sum of 6(20%) and 5(16.7%)] replied about the authenticity of the literary text from the range of high to very high. In a similar table under item 5, over 20 (75%) of the respondents, 9 (30%) very high plus 14(46.7%) high, said that the literary texts facilitate high or very high demands for intensive or extensive reading. But, 6(20%) of few participants reported with the statement that the literary texts facilitate moderate demands for intensive and

extensive reading purpose; on the other hand, the least number ,1(3.3%)of respondents said that the literary texts facilitate low demands for intensive and extensive reading practice for the same item. From the table above in item 6, a bit more than half of the respondents16 (53.3%) replied that the literary texts accelerate syntactic knowledge and vocabulary enrichment. Similarly, the remaining 6(20%), 5(16.7%) and 3(10%) of the participants responded for the same item as high, moderate and low respectively. Finally, students were asked if the literary texts enhance their critical thinking for last item. Hence, by far less than half, 12(40%) of the respondents replied high and 9(30%) of the respondents remarked very high. Additionally, in the same table in item 7, 9(30%) of the participants, which is the sum of 7(23.3%) and2 (6.7%) of the respondents indicate moderate and low position respectively.

Therefore, from the response given by the respondents in the table, one can infer that the majority of literary texts are highly useful to accelerate syntactic knowledge and vocabulary enrichment, facilitates high demands for intensive and extensive reading, to entertain different cultures and expand students' awareness of the English language.

4.5 Teachers' Interview Results

Table 17: Teachers' response on the challenges of using reading texts, factors that affect students' understanding of texts and advantages of using literary texts

No	Interview items	Teachers' response	Code
1	From your practice, what are the challenges you faced when using literary texts in teaching reading skills?	It was time consuming due to its Length or vastness of texts to work within the class time available Unfamiliar /difficult vocabulary diction	T1,T3&T5
		Lack of literary competence and performance Students' negative attitude towards using literary texts	T4
		Structural complexity of texts in terms of words and the appearance of sentences with multiple clauses Lack of understanding new cultures depicted in the text	T2
2	In your opinion, what are the considerable students' related challenging factors that hinder students' understanding of texts?	Students' poor English language proficiency Students' insufficient literary background knowledge Emotional and intellectual immaturity of learners	T3
		Learners' lack of Motivation and interest for reading literary texts. Incompatibility of texts with students' age and grade level	T4
		Lack of learners' preparation or readiness Mismatch of the texts with students' cultural background	T1,T2&T5
3	In your view, what are the opportunities that learners will be able to get when using literary texts integrated in grade 11 English in reading class?	Literary texts integrated in grade 11 English help learners to develop reading comprehension skills Literary texts help students to enhance their imagination and critical thinking skills	T1,T3&T5
		The literary texts help student to improve English language skills	T4
		The literary texts help learners to understand, tolerate and appreciate different cultures.	T2

Key: T1=teacher 1, T2= teacher2, T3= teacher3, T4= teacher4, T5= teacher5 T6= teacher6

Table 17 shows the response obtained from teacher interviewees for three interview items. As can be seen from the above table for item no1, teacher 1(T1), teacher3 (T3) &teacher5 (T5) said, "The literary texts contain unfamiliar vocabulary items. Lack of Students' enough knowledge of vocabulary and the reading text loaded with difficult words makes challenge full to understand the meaning of the texts effectively. Besides, it is difficult to complete within the class time given due to the length or vastness of texts. "Similarly, teacher2 (T2) suggested that: "In using literary texts in reading lesson, there are varieties of difficulties that we encounter in the class. Of those major challenges, structural complexity and cultural unfamiliarity portrayed in the texts are among others. For the same item number 1, an interviewed teacher4, (T4) stated that they faced challenges from lack of literary competence and performance; and students' negative

attitude towards using literary texts. To sum up, from teachers' response it can be understood that the challenges of using literary texts emanated from unfamiliar vocabulary use, its length, structural ambiguity, texts' cultural setting, learners' poor linguistic ability and the negative attitude of using literary texts.

The second question that teachers asked was considerable students' related factors which hinder students' understanding of texts. Accordingly, teacher 3(T3) reported that students' poor language proficiency hinders to communicate easily or unable to understand the language of texts because students are not fit with the deviant forms and the linguistic level of language. In addition to this, students are challenged by their insufficient literary background to cope with the texts; and emotional intellectual immaturity to exploit the text. On the other hand, other teachers asked to respond for the same item number 2. Thus, teacher1 (T1), teacher 2(T2) and teacher 5(T5) suggested that lack of preparation or readiness and students' cultural background are other challenging factors that affect students' understanding of literary texts. For the same item, teacher 4 (T4) responded as "In my class students are demotivated or uninterested to learn the language using literary texts. They forced me to focus on teaching grammar and vocabulary. This challenge is resulted from language difficulty in the literary texts, mismatch of literary texts with the students' cultural background and lack of learners' literary background. Moreover, incompatibility of text with students' age and grade level is another challenging factor that affects to choose appropriate literary texts." On this regard, Lazar (1993) affirmed the opinion suggested by (T4) as the students' cultural background, linguistic proficiency, literary background, length of text, text exploitability and fitting with syllabus should be take into account when selecting reading materials. Therefore, one can conclude that the literary texts incorporated in grade 11 English have challenges that affect students' text attack skills. According to the teachers' response, learners' poor English language proficiency and literary background, learners' maturity level, learners' low motivation, incompatibility of the literary texts' language level with students' age and grade level are the major factors that affect students' understanding of texts.

In the same table for item number 3, teacher interviewees were asked about the opportunities that learners get when using literary texts in reading class. Regarding this,

teacher 1 (T1), teacher3 (T3) and teacher5 (T5) stated that learning English using literary texts provides multiple advantages. Using literary texts in English classroom help to develop students' reading comprehension skills; and stimulate students to imagine, to think critically or to analyze the situations. In a similar table under the same item3, teacher4 (T4) responded that using literary texts help learners to become more competent in English language reading, writing, speaking and listening skills. Furthermore, it enables students' to obtain new vocabulary and language structure. On the other hand, teacher2(T2) suggested that: " In my view the literary texts integrated in grade 11 English text book help learners understand, tolerate and appreciate various cultures from the African continent and the rest of the world.

To this end, it can be inferred that, using literary texts in language teaching programs provide a number of advantages so that language teaching specialists strive to incorporate with appropriate and sufficient reading literary materials in language teaching syllabus.

Therefore, as the teachers' response confirmed that the majority of teachers encounter challenges from the length of the texts and unfamiliar vocabulary diction when they use literary texts for teaching reading skills. Moreover, the major factors that hinder students to understand texts are lack of students' readiness and mismatch of texts with students 'cultural back ground. On the other hand, using literary texts provide multiple opportunities in reading class. Accordingly, literary texts help learners to develop reading comprehension skills and to enhance students' imagination and critical thinking skills.

Table 18: Teachers’ response on real life applications of reading texts, role of visual supports and students’ preferences on reading text types

No	Interview items	Teachers’ Response	Code
4	Do you think the reading texts incorporated in eleventh grade English are relevant to the real life world applications for students’ learning?	Grade 11 English incorporates multiple authentic reading samples which are crucial for over all English language development since they are very relevant for real life language use outside the classroom.	T5
		The literary texts in the text book help learners to transfer what they learn in the classroom to outside world. In addition, they also stimulate students’ motivation and interest through valuable sources and universal issues to expose to real language, authentic cultural knowledge and further reading.	T2
		Some literary texts are time consuming due to their length, linguistically difficult and culturally biased so that they are impractical in real life. These leads students to feel frustration, confusion and demotivation since students at this level lack the knowledge of many lexical items and structure	T1&T3T4
5	Do you think that visual supports (pictures, figures, images charts, and diagrams etc.) attached with the reading texts in eleventh grade English help students to understand the theme of the texts sufficiently and appropriately?	There are only 15 reading texts which contain visual images in eleventh grade English. These are insufficient in comparison to the remaining texts. However, texts in this grade English which supported by multimodal have multiple advantage over others because multimodal materials easier to understand /comprehend the given text and construct or make meaning. Moreover, the multimodal materials in eleventh grade English provide background so that students have already got some particular image and activate their prior knowledge before reading the texts. And students can guess or predict the main idea of the texts because these pictures provide texts which clarify the content of the texts.	T2 T3&T4
		The visual supports which attached with the reading texts contribute to students to develop their comprehension skills, creativity, analytical and visual data interpretation skills.	T1&T5
6	From your experience, what types of texts do your Students mostly prefer to read in EFL reading class?	extracts from short story books and poems about love stories	T1
		An autobiography of different celebrities. Besides, reading magazine articles and newspaper reports impressed them	T2,T3&T4
		Extracts from science textbook	T5

The above table shows teachers’ response from three interview items. Accordingly, for item 4, teacher5 (T5) reported that Grade 11 English incorporates multiple authentic reading samples which are crucial for over all English language development since they are very relevant for students’ real life language use outside the classroom teaching purpose. For the same interview item, teacher2 (T2) suggested that the literary texts in the text book help learners transfer what they learn in the classroom to outside world. In addition to this, they also stimulate students’ motivation and interest through valuable

sources and universal issues to expose students to real language, authentic cultural knowledge and further reading. For the same item 4, other teacher was interviewed to offer his opinion about whether the reading texts are relevant to real life applications or not. Regarding to this, teacher1 (T1), teacher3 (T3) and teacher4 (T4) said that: “Some literary texts are time consuming due to their length, linguistic difficulty and culturally biased so that they are impractical in real life. These leads students to feel frustration, confusion and demotivation since students at this level lack the knowledge of many lexical items and structures.” From this analysis, one can understand that the majority of reading texts in eleventh grade English have practical applications beyond the classroom reading because they extracted from real life world issues. Although most literary texts in this grade are taken from authentic sources, there are some reading inputs which need improvements in terms of length, linguistic level and cultural difficulty.

In a similar table under item 5, teacher interviewees were asked their views about the appropriateness of visual supports linked with the reading texts which are integrated in grade 11 English to understand the meanings in the text. Hence, the majority of teachers (T2, T3, and T4) responded that there are only 15 reading texts which contain visual images in eleventh grade English. These supports are insufficient in comparison to the remaining texts. However, texts in this grade English which supported by multimodal have multiple advantages over others because multimodal materials are easier to understand / comprehend the given text and construct or make meaning. Moreover, the multimodal materials in eleven grade English provide background so that students have already got some particular images and activate their prior knowledge before reading the text. And then students can guess or predict the main idea of the text because these pictures provide texts which are clarifying the content of the texts. In addition to this, for the same item number5, teacher 1 (T1) and teacher 5 (T5) also said that the visual supports which are attached with the reading texts contribute to students to develop their comprehension skills, creativity and analytical and visual data interpretation skills. Therefore, it is obvious that multimodal materials help facilitate learners’ comprehension, interpretation and critical thinking. That is the reason why teachers are advised to use extensive teaching modalities while not only teaching reading but also for other skills in general. However, there are only limited numbers of texts supported by visual images.

The sixth interview question that rose for teachers to respond was on the types of text students mostly prefer to read in EFL class. Regarding to this, teacher1 (T1) reported that students preferred to read texts extracted from short story books and poems about love stories. On the other hand, teacher5 (T5) suggested that most students prefer to read an extracts from science text book. For the same item, on behalf of teacher2, ((T2), techer3 (T3) and teacher5 (T5) were interested to read texts about an autobiography of different celebrities. Besides, reading magazine articles and newspaper reports impressed them. On the other hand, teacher5 (T5) suggested that most students prefer to read an extracts from science text book.

Hence, the result obtained here from teachers' interview implies that the majority of literary texts integrated in grade 11 English are impractical in real life. Students feel frustration, confusion and demotivation due to the length of texts, linguistic difficulty and cultural distance. It can also be inferred from the response that visual supports used in this grade texts are insufficient. Most texts are not supported by pictures, images and figures. There are only 15 multimodal reading texts in this text book. The response from the table also revealed that the majority of students preferred to read texts extracted from autobiography of different celebrities, magazine articles and newspaper reports. Text type is one of the determinant factors in the selection process of reading materials. Language specialists should select carefully appropriate reading materials from various sources based on learners' needs and interest.

4.6. Discussion

This section deals a brief discussions of results obtained from three data gathering tools. The data generated from the content analysis, response from students' questionnaire and teachers' interview were analyzed qualitatively and quantitatively. The study involved 30 grade 11 students and 5 English teachers from the study area. The participants were selected through purposive simple random sampling techniques. The participant students were classified by age, sex and language ability whereas teacher participants were classified by year of service, sex and academic rank.

4.6.1 The Dominant Genres of Reading Texts in Grade 11 English Students' Book

the first part of the content analysis find out that there are a total of 50 reading texts supplied in all units of grade 11 English for Ethiopia students' book. The researcher made analysis on the dominant categories of reading text types used based on Mark (1997), Macken (1990) and Kathy Anderson's (1998) method of text Classification. The Findings of the content analysis revealed that the majority of, of the reading texts integrated in grade 11 English are dominantly factual texts. In addition to this, it can be understood from the result that the majority of reading texts are narrative type. The researcher also conducted a similar analysis on the specific text types used in grade 11 English based on their forms. Hence, the content analysis result depicted that the reading texts were largely extracted from an equal proportion of each, magazine article and newspaper report. This study also found the reading text types in grade 11 English based on the dominant communicative purpose. Thus, the find showed that the majority of, the reading texts have narrative purpose.

4.6.2 The Distribution of Reading Texts Per Units

The reading texts integrated in grade 11 English have uneven distribution when seen relatively to each unit. The majority of texts are confined in unit six.

4.6.3. The Extent to which the Reading Texts Meet the Criteria for Text Selection and Evaluation

Reading materials are selected based on specified set of criteria. Various researchers like Lazar (1993), Collie and Slater (1994) and McKay (1982) identified certain factors that needed to be considered when preparing materials for EFL class. In this study, the researcher conducted an evaluation to explore the relevance of reading texts integrated in grade 11 English for Ethiopia based on the students and text related criteria using content analysis and student questionnaire. Accordingly, the result of the content analysis of this study revealed that the majority of literary texts integrated in this grade level, have moderate length, but are linguistically ill, depict unfamiliar culture, contain very long

sentences, are poorly organized ,Contain unfamiliar lexis, are difficult to exploited easily, are demotivating leaners, integrate relevant content. The result obtained from the response on students' related factors revealed that the majority of reading texts are appropriate for students' age and grade level. However, there are a number of literary texts that are not suited for students' cultural background, intellectual maturity level, literary background and proficiency level. Moreover, students' response on text related factors revealed that the majority of reading texts are also fairly appropriate in terms of lexical density, length, learnability and . On the other hand, the majority of reading texts cover varieties of issues that introduce students to new ideas, concepts and different perspectives. Hence, relevant contents provide opportunities for integrated language learning. Similarly, the result also showed that most reading texts lack students' interest, curiosity and motivation.

4.6.4. The Appropriateness of Reading Texts for Students' Grade Level, Cultural Setting and English Language Competence

The majority of reading texts are appropriate for students' grade level. However, there are a number of literary texts that are not suited for students' cultural background, literary background and English language reading comprehension proficiency.

4.6.5. The Extent of Reading Texts to Satisfy the Rationale for Using Literature to Teach Reading Skills

The majority of literary texts are highly useful to accelerate syntactic knowledge and vocabulary enrichment, facilitates high demands for intensive and extensive reading, to entertain and aware different cultures and expand students' awareness of the English language with creativity and imagination. .

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the overall process of the study. It provides a brief summary of key issues in the study, conclusions drawn from the findings of the study and possible recommendations suggested for various stakeholders.

5.1 Summary

The main purpose of the study was to evaluate the dominant genres of reading texts incorporated in grade 11 English text books and their appropriateness for teaching reading skills. In order to achieve this objective, the researcher constructed the following research questions:

What motivate the researcher to conduct this study were the difficulty that students encounter while using literary texts, learners' low level of performance or unsatisfactory competence in English language reading comprehension, to raise awareness about the root causes of the decline of English reading comprehension performance. The importance of conducting this study is to aware different stakeholders about the role of integrating literary texts in teaching reading materials, to provide constructive suggestions in the selection, gradation and adaptation of literary texts while producing course books, to alleviate challenges of choosing literary texts and to propose further study for future researchers in English language teaching.

In conducting this study, the researcher employed both qualitative and quantitative research approaches to evaluate the dominant genres of reading texts and their appropriateness for teaching reading skills in eleventh grade. The researcher used purposeful random sampling techniques. Hence, 30 students from a total number of 42 grade 11 students and 5 English language teachers were selected from seelkula secondary school.

So as to achieve the aim, three data gathering tools were set. The first instrument was content analysis which used to answer the research questions about the dominant genres of reading texts and the relevance of some selected literary texts The second was

students' questionnaire which used to find out the data about the appropriateness of reading texts based on text and students' related criteria, interestingness and motivational level of literary texts, content relevance and beneficial level of reading texts for general language improvement. The third instrument was teachers' semi structure interview to find out teachers' perception about the challenges and opportunities of using literary texts, the role of visual supports integrated in grade 11 English text book, applicability of texts in real life situation, text types mostly preferred by students and factors that affect learners to understand the text.

The major findings the study were:

- It is possible to summarize from the finding of the content analysis that: the reading texts integrated in grade 11 have dominantly factual content, narrative purpose and have narrative structure and feature. Most reading texts are specifically extracted from magazine articles and newspaper reports. The outcome of content analysis also showed that most literary texts have moderate length, fairly exploitable and dominantly relevant for learners. On the other hand, some of literary texts are culturally foreign and linguistically ill with very long sentences, complex structure, difficult vocabulary and less interestingness.
- It can be generalized from students' response that the majority of reading texts are fairly appropriate for students' age, grade and maturity level, but not suited for students' cultural background. In addition to this, the result from students' questionnaire showed that most reading texts incorporated in grade 11 English are quite good based on the evaluation of text selection criteria. The majority of reading texts' content also covers relevant topics which increase creativity and imagination. Besides, the reading texts are highly useful for general language improvement. However, some texts lack curiosity, interestingness and motivation due to cultural unfamiliarity.

The finding from teachers' interview also demonstrated that most students preferred reading texts that are extracted from autobiographies, magazine article and newspaper reports. These texts are vital for developing English language comprehension skills and real life language use to stimulate students' motivation and imagination. However, the

majority of reading texts are not aided with visual supports. On the other hand, the length of the text, vocabulary diction, insufficient literary background and lack of learners' literary competence are major challenging factors in using literary texts of this grade level.

5.2 Conclusions

This section draws the conclusions that the researcher made based on the findings of the research in line with the objectives of the study. The findings of the data analysis from all tools depicted that the majority of reading texts do not fulfill the criteria of selecting and adapting reading materials for teaching reading skills. Hence it is possible to conclude from the finding that teaching reading skills accompanied with various factors. Accordingly, the length of texts, learners' cultural and literary background, intellectual maturity level, learners' age and grade level, text exploitability and learnability, readability, lexical density, content relevance and authenticity, interestingness and motivational level are key issues that are taken into account while preparing teaching materials. The finding of the study showed that there is considerable gap both in quality and quantity of literary texts in grade 11 English text book. Accordingly, the result revealed that the number and types of reading texts are unbalanced. The book is mainly incorporates factual narrative texts that are largely extracted from autobiographies, magazine article and newspaper reports. Moreover, the data analysis from students' questionnaires depicted that the majority of literary texts are fairly appropriate to teach reading skills in this grade level in terms of their benefits, interestingness, motivational level, real life relevance and the criteria set for selecting literary texts. In contrary, few texts are not compatible with students of this grade to teach reading skills. The linguistic level of some literary texts is challenging to use the text and the culture depicted in most of them is far removed from students' socio cultural back ground to comprehend the texts. The finding from teachers' interview revealed that the majority of reading texts are extracted from autobiography, magazine articles and newspaper reports. As it can be shown from the teachers' response, students are mainly encounter problems from the length of texts, vocabulary diction, insufficient literary background and lack of learners' literary competence. Therefore, incorporating literary materials that are critically

selected and adapted in teaching course book has multiple advantages; for example, literary texts enhance cultural awareness, personal development, literary competence and linguistic competence.

5.3 Recommendations

Based on the findings and conclusions of this study, the researcher forwarded the following recommendations to decision makers and key stakeholders in the field of language education:

- Syllabus designers, policy makers and language teachers should integrate reading materials with carefully selected and graded literary texts to achieve the objectives of teaching English reading as a foreign language in Ethiopia and to foster the reading competence of our students both for academic and non-academic purpose for effective communication.
- Text book writers should consider the criteria of text selection and adaptation such as students' need, interest, grade level, cultural background, linguistic proficiency, literary back ground as well as the length, linguistic level, exploitability and authenticity of texts.
- Teachers should help students read literary texts to understand and appreciate multiple levels of meanings, languages and cultures. To achieve this, students' text books should be revised based on the needs and interests of the learners.
- In order to make the reading texts easily understandable for students, teachers also strongly recommended for adapting texts which fit with the students' cultural, social, linguistic and literary background. They should also select texts that are interesting appealing, motivating their students.
- Teachers should conduct continuous text book evaluation to report its merits and demerits of reading materials for different stakeholders.
- The number of reading texts in the text books needs reasonable balance particularly the genre of texts to enhance opportunities of reading various literary texts. Poems, extracts from films, plays and drama still have limited number relatively to other forms of text genres. Therefore, text book writers should

distribute all genre texts sufficiently in the text book so as to create a chance to practice and consider the criteria of text selection such as students' cultural background, literary background, and linguistic background, their needs and interests.

- Teachers and students should boost positive attitude towards using literary texts to make it an integral part of language teaching and learning process. Teachers should include literary texts as a resource in their daily lesson plan which is going to be implemented in the classroom.
- Students should increase their knowledge of reading literary texts to become an effective reader. They should be aware of the advantage of introducing literatures in any course book. Teachers strive to raise curiosity and interest of learning by reading. In addition to this, students need to develop their literary competence and linguistic proficiency.
- Text type is one of the determinant factors in the selection process of reading materials. Language experts should select carefully appropriate reading materials from various sources based on learners' needs and interest.
- This study could not provide generalized conclusions so that any interested body should make further investigation to discover new findings beyond the present study.

REFERENCES

- Arrasian, P and L.R. Gay. (2000). Educational Research . Competencies for analysis and application 6th Edition. New Jersey: Prentice Hall Inc.
- Belachew Adamu. (2021). Evaluating the relevance of literary texts to teach reading skills. MA thesis.
- Belcher, D. & Hirvela, A. (2000) .Literature and L2 composition: Revisiting the debate. Journal of 2nd Language writing, (1), 21 – 39).
- Carmines, E.G and Zeler, R.A. (1979). Reliability and Validity Assessment. Berely Hills: Sage
- Carter, R. & Long, M. (1996). Teaching literature. London: Longman Group, UK limited.
- Collie, J. & Slater, S. (1987). Literature in the language classroom .Cambridge, UK. Cambridge University press.
- Collie, J. & Slater, S. (1990). Literature in the language classroom. A resource book of ideas and Activities. Cambridge .Hand book for language teacher.
- Crain, J. (1993). Four comments on two views on the view of on the use of literature in composition. College English, 55, 672 – 679.
- Creswell, J. W. (2012). Research design: Qualitative, Quantitative and mixed method, approach, (3rd ed). London: SAGE publication Ltd
- Crombach, L.J. (1951). Coefficient Alpha and the internal structure of tests. Psychometrical, 16,297-334.
- Cunnings worth, A. (1995). Choosing your course book. UK, Heinemann English language teaching.
- Denzin, N. and Lincoln, Y. (2000). The Discipline and practice of Qualitative Research.
- Domyei, Z. (2007).research methods in applied linguistics. Oxford university press
- Dowson, C. (2009). Introduction to research method: A practical Guide for anyone under taking a research project (4th edition)

- Duff, A & Maley, A . (2007). Literature a resource book.
- Duff, A. & Maley, A. (1990). Literature. Oxford: Oxford university press.
- Erkaya, R,O. (2005) .Benefits of using short stories in the EFL context, Asian EFL Journal.
- Ftzgerald, J. (1993). Literacy and students who are learning English as a second language. The reading Teacher, 46 (8), 638 – 647.
- Gajdusek, L.& Van Dommelen, D. (1993). Literature and critical thinking in the composition Classroom. In J.
- Ghosn , I . (2002) .Four good reasons to use literature in primary school ELT. ELT Journal, 56, (2), 172 –179.
- Glatthorn , A . (1998) .Writing the winning dissertation. A step by step guide. Thousand okas C A.
- Gray D.E. (2014) Doing research in real world (3rd edition) SAGE publication Ltd.
- Harmer, J. (2001). The practice of English language teaching. (3rd edition). Longman.
- Ibrahim Mohammed. (2014). “Assessing the suitability of literary texts to secondary school students. “MA thesis .
- Kefyalew et, al. (2018). Literary materials in teaching reading skills: Teacher perspective. Lecturer in the department of language and literature. Wolaita Sodo University.
- Ketema A and Tadesse A. (2012). Investigation of EFL Teachers’ and Students’ view towards using literary texts in EFL classroom. MA thesis
- Khatib, M . (2011). Literature on ELF / ESL classroom. ELT 4, 1, 201 – 208.
- Kothari CR.(2004). Research methodology .2nd edition. New Delhi, India.
- Kumar, R. (2014). Research methodology: A step by step guide for beginners. (4th edition). London: SAGE publication Ltd.

- Langer, J. (1997). Literacy acquisition through literature, *Journal of Adolescent and Adult Literacy*, 40, 602 – 614.
- Lazar, G. (1993). *Literature and language teaching*. Cambridge : Cambridge University press .
- Leech, G. N. (1996). *A linguistic guide to English poetry*. New York, NY: Longman.
- Louis, C, Lawrence M, Keith M. (2007). *Research Methods in Education: 16th Edition*. London.
- Maley , A . (1989a). Down from the pedestal. *Literature as resource. In literature and learner. Methodological approach. ELT Documents 130*. London: McMillan.
- Maley, A & Moulding, S. (1985). *Poem into poem*. Cambridge : Cambridge University press .
- Maley, A . (2001). *Literature in language classroom*. In R, Carter and D. Nunan (eds). *The Cambridge Guide to Teaching English to speakers of other languages*. Cambridge: Cambridge University press.
- Maley, A. (1989b). A come back for literature? *practical English Teacher* , 10 , 59 .
- MC Kay. S. (1982). *Literature in ESL Classroom TESOL Qualitative Research* .16(4), 529-536
- Mohammed, Amir and Rahimi. (2012). *Literature and language teaching. Journal of Academic and Applied studies: vol. 2.6, 213 – 218*.
- Moser, C.A and Kalton, G. (1989). *Survey Methods in Social Investigation*, Aldershot, Gower.
- Murat, H. (2005). *Teaching English through literature .Journal of language and linguistic studies: Vol. 1, NO. 1*.
- Nasr, N. (2001). *The use of poetry in TFL: Literature in the new Lebanese curriculum. The Revista*.

- Nunnan D. (2006). *Research method in language teaching*. (6th edition). New york : Cambridge university press.
- Nunnan, D . (2007). *Task based language teaching*. Cambridge: Cambridge University press.
- Nunnan, D. (1992). *Research methods in language learning*. Cambridge : Cambridge University press .
- Oluwatayo, J.A. (2012). *Validity and Reliability Issues in Educational Research* .Journal of Educational and social Research, 2(2), 391. *De filologia su Didactica*, 24, 345 – 363.
- Phillips, S. (1993). *Young Learners* .Oxford: Oxford University press.
- Piso , R . (2000). *Integrating language and literature. An approach to teaching literary texts*. The ACELT Journal 4/1.
- Richard, C .J. (2001). *The role of textbooks in a language program*. Cambridge university press
- Richards, C J. (2001). *Curriculum development in language teaching* .Cambridge: Camb. University press.
- Sage, H. (1987). *Incorporating literature in ESL instruction*. New Jersey : Print ice Hall , INC .
- Saunders et al. (2009) *Research methods for business students*. (6th edition). Her row print ice Hall.
- Shreth, P, N. (2008). *Using stories with young learners*. In mkrzanouski (ed), *current development in English for academic, specific, and occupational purposes*. Garnet publishing, UK.
- Spack, R. (1985) .*Literature, reading, writing and ESL: Bringing the gaps* .TESOL quarterly, 19, 703 – 725.
- Stern, L. (2001). *An integrated approach to literature in ESL/EFL*. In M. lelce . Murcia (ed). *Teaching English as a second or foreign language*. Heinle and Heinle.

- Strong, G. (1996). Using literature for language teaching in ESOL. *Thought currents in English literature* 69, 291 – 305.
- Tom Hutcison & Alan Waters.(1987). *English for specific purpose*. Cambridge university press
- Tomilison, B. (2008). *English language learning materials. A critical review*: Cambridge University Press.
- Ubukawa , E . & Miyazaki Ishid , Y . (2003). Using children's' literature in the EFL reading classroom. *Maebashi* 3, 57 – 72.
- Ur, P. (1996). *A course in language teaching*. Cambridge: Cambridge University press.
- Van, T. (2009). The relevance of literary analysis to teaching literature in EFL classroom. *English Teaching forum* 3: 29.
- Vandrick, S. (1996). Issues in using multicultural literature in College. *ESL writing classes, journal of 2nd language writing*, 5 (3), 253 – 69
- Widdowson, H. G. (1975). *Stylistic and the teaching of literature*. London . Longman .
- Widdowson, H. G. (1990). *Aspects of language teaching*. Applied linguistics. Oxford university press.
- William, D. (1983). *Developing criteria for text book evaluation*. *ELT* . Oxford: Oxford University press.
- Yenialem Tesfaye . (2014). *The role of literary texts in English language usage*. MA Thesis.
- Yitagesu Belete . (2017). *Investigating the role of literary texts in developing students' Reading Comprehension*. MA Thesis

APPENDICES

Appendix I: content analysis checklists

Part 1: Analyzing the dominant genres of reading texts

1. Main categories of reading texts in grade 11 English based on Kathy Anderson's (1998) classification

Variables	Major categories of reading texts in grade 11 English			
	Literary texts	Page	Factual texts	Page
Text type				
Frequency				
%				

2. The frequency of reading texts per units in grade 11 English text book

Units	Reading texts	Frequency	Percentage
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
Total			

3. Text types based on their dominant generic structure and language feature in grade 11 English

Text type	Reading topics	frequency	percentage
Narrative			
Poetry			
Information report			
Recount			
Procedure			
Exposition			
Explanation			
Total			

4. Specific text types in grade 11 English based on their forms

Text types	Reading texts		
An Extracts from Short story			
An Extracts from Novel			
Poem			
Biography			
Email			
Magazine article			
Newspaper report			
An extract from brochure			
Advertisement			
Science text book			
Lecture			
Instruction/ Direction			
Play			
Autobiography			
Leaflet			
Letter			
Total			

5. Major reading text types in grade 11 English based on the dominant communicative purpose

Purpose of texts	Reading texts title	frequency	percentage
Dominantly narrative			
Dominantly expository			
Dominantly argumentative			
Dominantly descriptive			
Total			

Part 2: The appropriateness of some selected literary texts based on the criteria of text selection.

No	Reading texts' topics	Text selection criteria		
		Length	Linguistic level	Cultural familiarity
1	B2.2: Oweka learns a Lesson			
2	A3.2: Night of scorpion			
3	B5.7: Operation rhino			
4	B6.3: Leaving Miguel street			
5	Acoli cooking -page 162			
6	A8.2: The tale of tape			
7	From the African child page-207			
8	A10.5: Why the old woman limps			

No	Reading texts' topic	Text selection criteria		
		Exploitability	Relevance	Interestingness
1	B2.2: Oweka learns a lesson			
2	A3.12: Night of scorpion			
3	B5.7: Operation rhino			
4	B6.3: Leaving Miguel street			
5	Acoli cooking page162			
6	A6.2: The tale of tape			
7	From the African child –page 207			
8	A10.5: Why the old woman limps			

Appendix II: Students' questionnaire checklists

Dear students,

The purpose of this questionnaire is to gather information from students' attitude on the appropriateness, interestingness and motivational level, content relevance and beneficial level of reading texts integrated in grade 11 English text books. I am currently undertaking a research in partial fulfillment of the requirements for Master's degree in English Language Teaching (ELT) at Addis Ababa University. As your response is very crucial for the overall result of the study, you are kindly requested to give a genuine response to each the items included in this questionnaire. Therefore, the information you provide through this questionnaire will guarantee the success of this study. So, be honest and feel free to provide genuine information because your response will be kept in strict confidential. Your contribution to the success of this study is highly appreciated.

Notice: please do not hesitate to ask for clarification for items which is not clear while responding.

School name: _____

Age _____ sex (put a tick) male female school _____ grade _____
section _____ language ability _____

Thank you for your participation!

Instruction: read each items carefully and put a tick mark (✓) in the column of your choice or that represent your opinion

1. The appropriateness of reading texts based on the selected criteria related to students

No	Items	Alternatives				
		Strongly agree	Agree	Disagree	Strongly disagree	Total
1	The reading texts are compatible to the students' age level					
2	The reading texts are relevant to learners' grade level					
3	The reading texts arouse students' interest and motivation due to its organization and theme.					
4	Students' cultural background corresponds closely With most reading inputs					
5	Students' reading proficiency is sufficient to understand the texts					
6	Students' literary background is fit with their linguistic competence set in the syllabus					
7	The reading texts are suited for intellectual maturity of students					

2. The appropriateness of reading texts based on the selected text related criteria

No	Items	Alternatives				
		Excellent	Good	Quite good	Not very interesting	Total
1	The length of the text is manageable to use within the class time given					
2	Vocabularies and syntax of a texts are appropriate to the level of the students					
3	The reading materials are relevant for students' real world reading purpose					
4	The reading texts are easily exploited by the students for language learning purpose					
5	The reading texts are familiar to students culturally , historically and cognitively					
6	The reading texts are so lexically dense that it excludes understanding essential meanings					
7	The literary inputs are learnable or teachable in this grade level					

3. Interestingness and motivational level of reading texts incorporated in grade 11 English

No	Items	Alternatives				Total
		Strongly agree	Agree	Disagree	Strongly disagree	
1	The reading texts covers most of all learners' needs					
2	The reading texts are highly engaging , thought provoking , energizing and compelling to students					
3	The reading texts deals with issues related to students' understandings and appreciations					
4	The reading texts arouse students' potential interest, capacity and provide motivation due to its organization and theme.					
5	The reading texts stimulate students' background knowledge and increase their involvement in language learning class					

4. The relevance of reading texts' content

No	Item	Responses				Total
		Very relevant	Relevant	Undecided	Irrelevant	
1	The contents of reading texts cover a varieties of issues that introduces students to new ideas , concepts and different perspectives					
2	The contents of reading texts contain relevant topics to the students other academic subject					
3	The contents of reading texts encourage learners to develop learning skills and strategies					
4	The contents of reading texts offer opportunities for integrated language learning					
5	The contents of reading texts are easily understandable by students					
6	The themes of reading texts are culturally appropriate and are free from any kind of discrimination					
7	The reading texts lead to practical applications in students' everyday life					
8	The contents of reading texts are adapted from favorable reading genres and comes from varieties of resources					
9	The topics are close to learners' context so they are authentic.					
10	The contents of reading texts promote active learning and participation					

5. Beneficial level of literary texts for students' general language improvement

No	Items	Responses				
		Very high	High	Moderate	Low	Total
1	The literary texts expand students' awareness of the English language which leads to learners' motivation ,creativity and imagination					
2	The literary texts are very helpful to entertain or aware of different cultures and traditions to have cross cultural -wisdom					
3	The literary texts develop students' ability to infer meaning and to make interpretation					
4	The literary texts provide valuable authentic themes					
5	The literary texts facilitate high demands for intensive and extensive reading					
6	The literary texts accelerate syntactic knowledge and vocabulary enrichment					
7	The literary texts enhance students' critical thinking					

Appendix III: Teachers' Interview questions

Dear teacher,

Good morning/good afternoon. My name is Zegeye Fire Damtew. I am writing a thesis in partial fulfillment of the requirement of the degree of Masters of Art in English Language Teaching (ELT) at Addis Ababa University. This interview is designed to collect data from teachers' response on the challenges of using reading texts, factors that affect students' understanding of texts and advantages of using literary texts in grade 11 English text books. Since the information you provide is vital for the study, I kindly request you to provide valuable response on the following interview items.

Thank you very much for your cooperation!

Name of school. _____

Date of interview. _____

Personal details: sex _____ qualification _____ teaching experience _____

Instruction: read the following sentence carefully and then provide brief answers for each item.

1. From your practice, what are the challenges you faced when using literary texts in teaching reading skills?
2. In your opinion, what are the considerable students' related challenging factors that hinder students to understand literary texts?
3. In your view, what are the opportunities that learners get when using literary texts in reading class?
4. Do you think the reading texts incorporated in eleventh grade English are relevant to the real life world applications for students' learning?
5. Do you think that visual supports (pictures, figures, images charts, and diagrams etc.) attached with the reading texts in eleventh grade English help students to understand the theme of the texts sufficiently and appropriately?
6. From your experience, what types of texts do your Students mostly prefer to read in EFL reading class?