



Addis Ababa University

***An Evaluation on the Literary Materials used in Teaching
Reading: a Study on Grade 11 English Textbook***

By: Andualem Gashaw Mokonnin

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Addis Ababa University, Ethiopia

August, 2024 G.C



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By: Andualem Gashaw Mokonnin

Advisor: Balew Bogale (PhD)

**A Thesis submitted to Department of foreign Languages and
Literature in Fulfillment of Master's Degree in English
Language Teaching**

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Approved by Board of Examiners

Advisor: _____ Signature _____ Date _____

Internal Examiner: _____ Signature _____ Date _____

External Examiner : _____ Signature _____ Date _____

DEDICATION

I declare this thesis to my family and friends who gave me any support in my difficulties, affections as well as for their thoughtful assistance and enthusiastic encouragements in my academic mission.

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First of all I would like to give my special thanks to my advisor Balew Bogale (PhD) for editing the manuscript and providing his valuable comments from beginning to end. The many other colleagues I have spoken with about the revision are too numerous to name, but I thank all of them for sharing their ideas with me.

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ABSTRACT

The purpose of this study was to evaluate the appropriateness of literary inputs found in grade 11th English text book for teaching reading skill. To achieve the purpose of the study, an evaluation design was employed. For this sixty (60) grade 11 students and six (6) English language teachers were involved. The students were selected by using simple random sampling technique whereas the four English teachers were selected purposively. The data collection instruments used were text book analysis, questionnaire, and interview. Text book analysis was used to see the overall appropriacy of the texts. Questionnaire was developed to gather data from the students. Moreover, an interview with English language teachers was used to cross check the inter-consistency of the data obtained from other tools. The data collected through questionnaire were analyzed by number, frequency and percentage quantitatively. The data collected from the text book analysis and the interview were analyzed qualitatively by narration. As a result, the findings of the study revealed that most literary texts are relevant means for teaching reading incase they are prepared considering different requirements related with not only students but also teachers. This means, teaching and learning reading through literary inputs is effective if the texts are free from language difficulty, cultural unfamiliarity, lengthy, etc.

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CHAPTER I: INTRODUCTION

1.1. Background of the Study

Literature was initially the main source of input for teaching in language classes in the era of Grammar Translation Method but since then it has been dropped down the pedestal. In fact with the advent of structuralism and audio-lingual method, literature was downplayed and ergo discarded to the periphery (Collie & Slater, 1987, p.2). Also in the era of CLT, literature was neglected and more attention was given to dialogues and conversations which were more practical and visible in the real world situation. Maley (2001) argues that this attitude toward literature is due to a paucity of empirical research confirming the significance of literary input for language classes. Maley (2001) states that what exists right now as empirical research on literature and language teaching is confined to action research in small scales. Taking heed of all these disfavours, in the middle of the 1980s some practitioners and language scholars resurrected literature as a language learning material after a long period of being neglected (Duff & Maley, 1991). This can be confirmed by seeing so many publications heralding the coming back of literature (Maley, 1989b) in language classes (e.g. Collie & Slater, 1987; Duff & Maley, 1991; Gower & Pearson, 1986; Hill, 1986; Lazar, 1993; Maley & Duff, 1989; McRae, 1991). Besides, applied linguistics fueled the return of literature for language teaching (Belcher & Hirvela, 2000).

More specifically, Literary materials and teaching reading skills have strong relationship after the advent 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 competences.

It is believed that the use of literary materials in reading lessons has a great influence in promoting learners with literary transfer skills, communication competences and collaborative skills (Murat, 2005). Moreover, teaching reading using literary materials in the classroom can create an exposure for students to practice extensive and intensive reading.

Furthermore, it is believed that incorporating literary materials in reading lessons can help students to master literal understanding of the characters, settings and themes; in comprehending these, students are motivated to work collaboratively and promote problem solving abilities [Murat, (2005) as cited in Mohammad (2011)].

Due to various roles and contributions of literary materials for language teaching purposes, Yeniale,(2014) admitted that literary texts are now part of the Ethiopian English Language Curriculum and Syllabus.

1.2. Statement of the Problem

The roles of literary texts for teaching reading skills are many. In other words, literary texts play an irreplaceable role for teaching reading. For example, in order to enhance students reading ability, teachers are required to use literary texts like short stories and poems. This language teaching strategy makes the lesson tangible.

Recognizing this fact, different local and foreign researchers conducted various studies on the issue, for instance, Mohammed (2014) in his dissertation entitled with “Assessing the suitability of literary texts to secondary school students.” indicated that the selected texts to be taught to Sudanese secondary school students are to a great extent unsuitable to the students with regard to their age, language level, culture, literary background and religion.

Again, local researchers like TizazuAklog (2018), in his work entitled as “The role of teaching English through Short stories with special reference to grade nine.” indicated that most students loved to learn through short stories. In addition, KefyalewWoreta, Samson Mokonnnon, FrehiwotFikadu (2018), “ Literary materials in teaching reading skills: Teachers perspectives in secondary and preparatory school.” depicted that EFL teachers in the study school are found demotivated and have negative perception towards teaching reading skills through literary texts.

My research, which is entitled“Literary inputs evaluation for teaching reading skills in grade 11 students text book.” then, is different from the researches mentioned above in terms of:

- Its scope in grade and “Setting” in general. This means that the study is focused on grade 11thstudents who learn in Bitotesa 17 high school in 2015 academic year.
- Its in-depth evaluation of the inputs used in the pinpointed grade level. The different literary inputs used in the cited grade level have been seen and discussed in detail manner more than whom other researchers listed above did.

- Its inclusive evaluation of all literary kinds (poems, short stories, novels, etc). This means that the research is not restricted only on one type of literary work, instead it tries to cover all kinds as detail as possible.

Therefore, this research has the purpose of filling these gaps which haven't seen by many researchers mentioned above.

1.3. Objective of the Study

1.3.1. General Objective of the study

The general objective of this research is evaluating the literary inputs used in grade 11th text book for teaching reading skills.

1.3.2. Specific Objectives

More specifically the study attempts to:

- evaluate the relevance of literary texts in promoting students' reading skills.
- assess the literary texts' language difficulty comparing with the students grade level.
- explore the cultural suitability, authenticity, and length of texts in terms of both teachers and students, and
- examine whether or not the literary inputs used in the text book equally useful for all language skills.

1.4. Research Questions

This study will be assumed to answer the following questions.

- Are literary inputs used in grade 11th students' text book relevant to teach reading skills?
- Are the literary inputs' language difficulty and students' grade level equivalent?
- How the literary inputs used in grade 11th text book are authentic and culturally suitable for both teachers and students?
- Are the literary inputs equally useful to teach all English language skills?

1.5. The Scope of the Study

Although there are many language skills that are taught in ELT classrooms, this study focuses only on literary texts to teach reading skills. This means evaluating the relevance of literary texts to teach reading skills in grade 11 currently used English text book in Oromia region North Shewa Zone DeraWeredaBitotessa-17 secondary school. In other words, this study looks at only some literary text aspects in the target text book. The areas which literary text aspects will be seen include language level, cultural suitability with the students' background, interestingness and relevance with the literary texts' topics.

1.6. Significance of the Study

Since language is the biggest pillar of life and English is an international language, it should be studied well. And in Ethiopian case the ways of teaching won't invite to master English language. So, the researcher thinks using literary texts are the best way to teach literature. Then, the findings of this thesis may help concerned bodies to modify the current curriculum and syllabus towards teaching English. And it may help English teachers how to teach (methodology) English in a better way. In addition, this study may be significant for the authors of the text book (literary texts) by providing information in order to revise if there is any unsuitability. Finally, it helps teachers to adapt the literary texts and other researchers may use this research paper as a reference if they are willing to conduct a research in related issues.

1.7. Limitation of the Study

The present study was conducted on evaluating the relevance of literary texts to teach reading in grade 11 EFL text book in Oromia region North Showa Zone, DeraWoredaBitotessa secondary and preparatory school. Due to these limitations, the study may not provide sufficient foundation for making generalized conclusions about suitability of literary texts to teach reading ideologies in Ethiopia which is culturally, linguistically and religiously diverse community or country. Constraints of time and resources have forced the researcher to limit the scope of the study on to grade 11 English for Ethiopia text book

1.8. Operational Definitions

Literary text- it is the one that is part of one of the genres of literature and writing known as artistic. For example, short story, play or drama, poetry and many others.

Authenticity- texts that are genuine instance of language use as opposed to exemplars devised specially for language teaching purposes.

CHAPTER II: REVIEW OF RELATED LITERATURE

EFL text book evaluation is very essential activity for individuals particularly for those who are intended to modify and adapt text books in a way they are suitable for both teachers and learners. In line with this, Cunningsworth, (1984) recognized that teaching materials evaluation is needed to identify particular strengths and weaknesses of text books which are already in use.

Literature has always been an integral part of the English language course syllabus intended for both native and non-native classes based on the assumption that is considerably contributes to macro and micro skills development. This involves the development of cognitive, affective and communicative skills. It then becomes imperative upon us to provide beginners with well-graded and task-based materials in order to foster their interest in the language learning and critical reading skills.

However, the development of such macro and micro language skills, to a large extent, depends on a number of factors such as the competence of teachers, the linguistic background of learners, the appropriateness of teaching and learning strategies, the availability of facilities and the nature and type of materials selected for a particular course.

To be more specific, much has been said about and written on the ‘what?’, the ‘why?’ and the ‘how?’ of teaching literature either as an integral part of the English curriculum or as an independent subject in its own right. Despite the notorious controversy between literacy critics and linguists (Rogers Fowler and F.W. Bateson, 1971), literature is taught both as an integral part of the English language course syllabi and/or as a resource for ELT/ESL classrooms.

2.1. Literature and Skills Development

Many scholars (Gowin, 1990), Ibsen (1990) and Collie and Slater, (1987) stress the benefits of employing literary texts as the bases for imaginative interactive discussions and activity. For instance, they stress the value of dramatic works and role-play activities in developing not only the learners’ oral proficiency but also their imaginative sensibilities.

Other writers like (Hirvela and Boyle, 1988) also assert that literature does develop a students character, build emotional maturity and cultivate his/her critical faculty as it involves a reasonably sophisticated knowledge of a particular language employed in a given text.

The underlying assumption is that literature provides the learner with an abundance of examples of the subtle and complex uses of grammar and vocabulary. It then follows that exposure to literary studies does compensate for deficiencies of linguistic approaches in the area of grammar vocabulary building, and syntax as English is found in its idiomatic best in literature.

If one employs a certain one act-play and applies it skillfully, one can teach phrases, acceptances, disagreements, interpretations, vocabulary, pronunciation, reading comprehension, improvisation, writing sketches, and group-interaction. In other words, literature, involves not only development of linguistic capacities but also appreciation and enjoyment of learners understanding of literature and its concomitant appreciation and enjoyment depends on his other familiarity with literature and literary concepts. Brumfit (1986: 105; maintains that ‘a true literature syllabus should attempt to extend literary competence.’

One may argue that using literary texts productively demands degree of linguistic sophistication or a minimal understanding of its nature.

2.2. Benefits of using literary inputs in EFL teaching and learning

Using literary inputs in English as a foreign language teaching and learning class room has numerous benefits. Among them the following can be mentioned.

2.2.1. Equally useful for both macro and micro language skills

The development of macro and micro language skills is a good justification for teaching and learning literature. Skills such as analytical reading, and prediction of meanings, oral proficiency, critical appreciation and vocabulary building could be gradually developed through skillful teaching. One of the challenges of literature instructors appears to be to make a pleasurable activity that extends beyond the school life. Pleasure refers to aesthetic pleasure aroused in the reader as a result of the artistic manipulation of language which ranges from the unconventional arrangement of words (figurative language) to the rhythmic harmony which involves the intrinsic of the content to the mind manifest in character portrayal, evocation of the arousal of suspense. Besides, critical reading and oral proficiency those skill which necessitates intense concentration can be developed through studies.

Since Writing involves a purposeful selection and organization of experiences, (logical thinking, refutation, organization, planning etc.), it is after all said to be ‘ more than an orthographic symbols of speech.’ In the light of this, writing exercises found in numerous language books like (FEFC) can hardly be called writing proper since putting ink is markedly inferior to writing essays, sketches, arguments, letters and reviews.

2.2.2. Cultural Awareness

Moreover, literature creates a cross-cultural awareness by recreating the past, mirroring the present and projecting the future. According to Carter 1989, “Teaching literature enables students so understand and appreciate beliefs and ideologies different from their own time and space, and to come to traditions of thought, feeling and artistic from within the heritage of the people of such cultures endow.” Thus, “Literature expresses the most significant and sentiments of human beings and teaching literature represents a means by which students can be put in touch with a range of expressions often of universal value and validity over an historical period or periods.” (Ibid)

2.2.3. Personal Growth

Personal growth has to do with sensitizing the learners to develop a personal response to literary and non-literary materials by cultivating their habit of reading as a pleasurable experience and equip them with strategies for approaching texts independently. Carter and Long (1991: 3) maintain that the test of the teacher’s success in teaching literature is the extent to which students carry with them beyond the classroom-an enjoyment and love for literature which is renewed as they continue to engage with literature throughout their lives’

2.3. Criteria for Selecting Literary Materials

In selecting the appropriate literary texts as a material in reading comprehension, we have to consider important factors. The types of the language proficiency level and the themes of the text that we are going to select should be seen. The first step in selecting the most important text for reading comprehension is deciding what genres to concentrate on. We have to decide what kind of literary texts that suits best since not all types of literary texts are suitable to be used as the material in reading comprehension teaching. In reading comprehension, short stories, songs and

poems are recommended because unlike novels and dramas, they will not take a long time to read and provide variety in ideas and themes.

We also have to be sure whether the students are proficient enough to understand the language of the text. According to Carter (1991), *level of language difficulty has to be considered because the access will be restricted if the students cannot attain the basic level of comprehension*. A difficulty in understanding the literal meaning of literary text will also decrease the students' motivation in reading literary texts. It is recommended to select literary texts which are not too far beyond the students' proficiency levels.

Next, in selecting the suitable text, we also have to be sure that the students will be able to know what message the writer of the text is trying to say. It is not recommended to select literary text that has as unpopular topic for the students because the students would not be able to interpret the content of the text.

In relation to this, according to Begona (2007:54), before choosing a text, the following aspects have to be considered: Whether the book is authentic or has been adapted and simplified for children whose first language is not English. The book's relation, the curriculum (school, family, Christmas, clothes, food, etc.); the content must be-relevant, interesting and meaningful, whether the book provides attractive visual support to help students understand content, its language suitability as it pertains to student levels, preferably books using repetitive structures requiring repetition. Through this, students develop memory skills and build oral confidence, the length of the story and organization of ideas and its relation to the target language and culture.

In other way, Murat cited (Collie and Slater 1990:6-7), when selecting literary texts to be used in language classes, the language teacher should take into account needs, motivation, interests, cultural background and language level of the students. However, one major factor to take into account is whether a particular work is able to reveal the kind of personal involvement by arousing the learners' interest and eliciting strong, positive reactions from them. Reading a literary text is more likely to have a long-term and valuable effect upon the learners' linguistic and extra linguistic knowledge when it is meaningful and amusing.

Choosing books relevant to the real life experiences, emotions, or dreams of the learner is of great importance. Language difficulty has to be considered as well. If the language of the literary

work is simple, this may facilitate the comprehensibility of the literary text but is not in itself the most crucial criterion. Interest, appeal, and relevance should be taken into consideration. Enjoyment; a fresh insight into issues felt to be related to the heart of peoples' concerns; the pleasure of encountering one's own thoughts or situations exemplified clearly in a work of art: the other, equal pleasure of noticing those same thoughts, feelings, emotions, or situations presented by a completely new perspective: all these are motives helping learners to cope with the linguistic obstacles that might be considered too great in less involving material

In sum, we have to select the themes that suit with the students' interest or in the given syllabus context. Considering its importance, selecting literary texts demands critical attention. Selection of reading materials is very important for teaching the skills of critical reading in an EFL classroom (Mokhatari, 2014). Teaching reading through suitable literary text is very much fruitful. So, teachers should carefully select reading materials which can benefit EFL learners in enhancing their critical reading skills.

2.4. Criteria for Evaluating Literary Texts for Teaching Reading Skills

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 literary 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. As a result, the text were evaluated according to the suggested criteria by William (1983), Sheldon (19880), Cunningsworth (1995), Richards (2001), Nunan (2004), Ur (2009) and Tomlinson (2008). They suggested that textbook evaluation criteria should analyze the specific language functions, grammar and skills content that are covered by a particular textbook, as well as the relevance of reading passages or poetries to the students needs. In addition, textbook evaluation should include criteria which linguistic items, subjects, contents and topics match up to students' personalities, background and interests. Theses criterions are:

2.4.1. Authenticity

Authenticity is given different meaning by different scholars. For example, according to Johnson (1999:24), *texts are said to be authentic if they are genuine instance of language use as opposed*

to exemplars devised specially for language teaching purposes. The question of authenticity emerged as an important issue within... content identified as a relevant to the learner through the process.... Because of its validity for students to deal practice in dealing with written texts where they miss quite a few words but are still able to extract the general meaning, an argument can be made for using mainly authentic reading texts in a class. In addition, Harmer (2001:204) defines authentic literary text which has been carelessly chosen can be extremely demotivate 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. But at the same time, the researcher agrees with Ur (1996:150) in that the use of authentic texts with less proficient learners is often frustrating and counter-productive and so they can be used for more proficient and advanced learners. Despite the difficulty of the authentic texts, the researcher agrees with Nunan (2004:51) in that the focus will be on assisting learners to do in class what they will need to be able to do outside, materials should reflect the outside world and they should have a degree of authenticity.

2.4.2. 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. The researcher thinks that the text's diagrams, tables, figures, and graphs are of great importance. They can clarify meaning and help students to predict what the text will be about or to express a reaction (positive or negative) to the text. Therefore, reading texts as much as possible provide sufficient visual support for the students to carry out the task suitability.

2.4.3. 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.

The researcher thinks that cultural background is an essential factor that affects teaching reading skills of the students. The literary texts that are not related to the students' culture and religion will be less motivating for them to read and will be more difficult to understand than the culturally related ones. Throughout the researcher's experience as a teacher, he observed that a text which does not coordinate with background knowledge of the students and students do not know anything about the subject under discussion, they feel completely difficult to understand the text.

2.4.4. Level of the Language

Textbooks should contain language that students can understand and learn in their academic settings especially in literary texts. However, linguistically difficult text may discourage students to move forward. Williams (1964:18-19) explains it clearly: *...it should not contain a large amount of language that is too difficult for the most of the class... if too difficult, then either the pace of the lesson will be slow, and boredom will set-in, or the pace will be too fast, and the learner will not understand enough, and frustration will result.* Thus the language of literary texts should be selected with the reference of the context in which learners use them and in relation to the learners' prior knowledge.

In addition, challenges of the literary texts should be appropriate. Students should not be asked to read texts and tasks that are either far too easy or too difficult. In other words, they should not be too easy or too difficult for the students to understand them well. They should be in optimum level for them. Harmer (2004) says to get the level right depends on the right match between texts and tasks.

CHAPTER III: RESEARCH DESIGN AND METHODOLOGY

This chapter presents an over view of research methodology. 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). As a result, this chapter describes the research method(s), data collection instruments, subjects and sampling technique, techniques of data analysis and some other related issues.

3.1. The Research Design

This study aimed at evaluating the appropriateness of literary inputs available in grade 11 English text book for teaching reading skills. To attain this, the researcher used descriptive research design because such design is effective to analyze data obtained from respondents through content analysis, questionnaire and interview than other methods.

3.2. Data Collection Instruments

Instruments that the researcher used to gather information from different respondents text book analysis, questionnaire and interview. Questionnaire and interview are suitable to gather data from both teachers and students and text book analysis is also the major one since the research is content analysis in type. Grade 11 English text book has been analyzed line by line, especially the contents (passages) presented to teach reading skills. In other words, The data gathering instruments in this study were both qualitative (text book analysis, interview open-ended questionnaires) and quantitative through the implementation of closed-ended questionnaire. Therefore, to collect data from the samples of the target population text book analysis, questionnaire and interview were employed as instruments. Text book analysis was used as a primary and major (principal) data gathering tool because the study focuses on the text book. In addition, this is because the researcher thought that cultural relevance, language difficulty level, charming level and interestingness of the literary texts may be found in the textbook and it is selected as the source of data. The quantitative (questionnaire) and then the qualitative (interview) stages proceed next as supportive tools.

3.2.1. Text Book Analysis

Ellis (1997) explained that text book evaluation helps teachers go beyond generalized assessment and it helped them to acquire useful, accurate, systematic and contextual insights in to the overall nature of text book materials. To do this, text book analysis is the main data collection instrument for this study. It is mainly used to address the four objectives and questions of this study. This means to what extent do literary texts relate to the their topics?, to what extent are the languages used in the literary texts comprehensible or challenging?, to what extent are the contents of the literary texts compatible to the students cultural background? And how much interesting are the literary texts for students? The evaluation of the text was conducted based on text book evaluation checklists which were adapted from (Cunningsworth, 1995, Richards, 2001 and Nunan, 2004) to evaluate the extent to which they fit the goal for which they are intended.

The grade 11 textbook comprises 12 units including major and minor learning strategies like listening, speaking, writing, reading and other strategies. In each unit there are at least one, often two and above literary sections available having part A and B. All the literary sections were selected for the analysis. The analysis encompasses examination of the claims of the literary section the text book, the content of the text, the type, nature and appropriacy of the guidance and support for teachers in the teacher's book on teaching reading. The major reason for text book analysis was to identify particular strengths and weaknesses in a text book already in use. As Cunningsworth (1995) suggested, the materials selected should reflect the needs of the learners and the aims, methods and values of the teaching program.

3.2.2. Questionnaire

This data gathering instrument is important because it assists the researcher to collect data from large number of population. In support of this, Best, Khan (1989) and Sharma (2000) stated that the questionnaire enables the researcher to collect data from large number of subjects in one place at a time. Since this tool gives an opportunity to the respondents to express their feelings and attitude confidentially, it will help the researcher to evaluate the relevance of literary texts in the text book. To strengthen the data obtained from text book analysis, questionnaire was employed for students.

The questionnaire included both open-ended and closed-ended questions. The open-ended questions were used to generate responses related to the students' thought about literary texts without restriction. And closed-ended questions were used to generate based on the suggested criteria. Both types of questions were translated in to their mother tongue for students and had some parts. In the questionnaire, the likert scale was used having ranges from strongly agree to strongly disagree. This minimized the risks of shyness and secrecy that face to face methods may pose.

3.2.3. Interview

To triangulate the data collected from text book analysis and questionnaire, semi-structured interview was used in this study. An interview was carried out with 6 selected teachers as it was based on the reaction of text analysis and students in the questionnaire. The aim of using this instrument was to cross-check what was reported in the questionnaires and text analysis. During this audio recorder was used based on the willingness of the respondents. Regarding to semi-structured interview, Gay and Airasian, (2000) says semi-structured interview gives the researcher freedom to direct the interview in uniform fashion and sometimes allows the interviewees to frame and structure their responses the way they wish.

3.3. Subjects, Samples and Sampling Techniques

3.3.1. Subjects of the study

As the primary focus of this study is to evaluate therelevance of literary texts in grade 12 EFL text book, the participants of the study were selected from 11 English teachers who are teaching in Oromia region North showa zone DeraworedaBitotessa secondary school. These teachers have at least one year experience in teaching grade 11.The study focuses on 6 EFL teachers out of eleven teachers. This was done because teachers are the first implementers of the teaching. And, out of the total number of 420 students, the researcher focused on 60 (25 male and 35 female) students. These students of grade 11 selected as participants because they can reflect the contents of the text book, especially the reading literary texts in the text book. Even if they are grade 11 students, they have more information about the text as they are learning this text.

3.3.2. Sampling and Sampling Technique

The purposive and simple random sampling techniques were used for the intended study for the purpose of rich information and in depth understanding of the participants. The reason in selecting sample is to develop deeper understanding of the phenomena being studied. In simple random sampling, the goal is to select population that has similar characteristics and backgrounds in all cases. This means these school students have similar backgrounds economically or socially.

Thus, from the total of 11 teachers 6 teachers were selected through purposive sampling those who have been teaching in the academic year and those who have thought at least two and above years in teaching grade 11. According to Kerlinger, F. N (1979), purposive sampling helps the researcher to make deliberate effort to obtain representative sample by including presumably typical areas or groups in the sample. This, was used based on the availability of the teachers and relationship for this study. And 60 (14%) students from the total of 420(100) grade 11 students were selected randomly because this type of sampling gives equal chance for all participants of the target population to be selected. This was done through a lottery method because SRS is a method of selecting random units from a population as well it allows limited quantity from the population. The reason behind taking 60 students is that it is impossible to give and check the questionnaire at a time for all mentioned number of students.

In this study the researcher used purposive sampling technique from non-probably sampling for only teachers since they are few in number and have a direct contact with the study issue. This is because purposive sampling is used to select in depth information for the study. The researcher selected Bitotesa-17 secondary school purposefully for the study because the researcher is teaching in the proposed school and he thought that it would enable him in the area to make reliable inquiry.

3.4. Techniques of Data Analysis

In this study, mixed (Qualitative and quantitative) data analysis were employed in order to attain and answer the designed objectives and questions. Therefore, the data which were collected through Textbook analysis was carried out and discussed qualitatively first. Then data collected from students' questionnaire was analyzed and interpreted quantitatively. After that, data from

teachers' interview also organized and discussed qualitatively at last. This was used as a method of triangulation on the data collected through different tools, to keep quality and validity of the work. Generally, all data gained from these tools are carefully sorted and organized according to their categories in thematic frame work based on the research questions and interpreted qualitatively and quantitatively.

3.4.1. Qualitative Data

The data which were obtained through Textbook analysis and interview were carefully sorted and organized according to their categories in thematic frame work based on the research questions and interpret qualitatively. As Bogdan and Biklen (1992) state, data analysis in qualitative study basically involves word arguments than numerical explanations. Hence narrative method will be employed to analyze these qualitative data.

3.4.2. Quantitative Data

The data which has numerical value was gathered through questionnaire and some parts of the text analysis were organized and analyzed quantitatively. Thus, different statistical methods such as frequencies, percentage and tabulating method were used to analyze the data. Lastly, summary, conclusion and recommendations were provided.

CHAPTER IV: DISCUSSIONS AND RESULTS

This chapter aims at discussing, interpreting and analyzing the data collected qualitatively and quantitatively. The study mainly aims at evaluating the relevance of grade twelve literary texts to teach reading skills. The results are reported in the following order. First, the text book analysis second, the students' response to the questionnaire items, third, interview with teachers were integrated.

Hence, the analysis and discussions of the research data have been organized in four sections based on the objectives of the research questions. In the first section the data about relation of topics with the contents of literary texts, design, aims and objectives of the literary texts and activities of the text book were presented and discussed. In the second section suitability and appropriacy of the reading texts and activities of the grade 11 English language students' text book were presented and discussed. In the third section the data about the development of the reading skills and strategies required by students in an academic setting were presented and discussed. Attempts were also made to relate the results of the study to the objectives of the study.

4.1. The Design of the Literary Texts and Activities

As stated in the introduction part of the teachers' book (2011/2012 E.C) the course is designed to meet the requirements of the English syllabus and to prepare the students for entrance in to tertiary level institutions. It also aims to consolidate the work done so far but additionally in developing of the students' English language skills required for successful learning at school and at the tertiary level. In addition, it has been designed primarily to provide a comprehensive English language course for secondary school that will provide students with the language skills required in learning situation where English is used as a subject and as principal medium of instruction in the secondary school. The text book claims to help students attain sufficient mastery of the language that would enable them to achieve general academic settings.

4.2. Background information of the teachers and students

4.2.1. Background Information of the Students

Table 1. Background information of the students' respondents

Grade	No.	Items	No. of the respondents	Percentage(%)of the respondents	
12	1	Sex	Male	35	58
			Female	25	42
			Total	60	100
	2	In years	20-24	42	70
			24-29	18	30
			Above 29	-	-
			Total	60	100

As revealed in table above, 35(58) of the students' respondents were males and 25(42%) of them were females. Regarding their ages, 42(70%) of them were between the age range of 20-24. Farther, 18(30%) of them were between twenty four and twenty nine. Nevertheless, none of them were above 29 years.

4.2.2. Background Information of the Teachers

Table 2. Background information of the teachers' respondents

No.	Items	No. of teachers	
1	Sex	Male	4
		Female	2
		Total	6
2	Age range in years	Below 20	-
		21-30	1
		31-40	5
		Above 40	-
		Total	6
3	Academic qualification	MA	1
		BED or BA	5
		Diploma	-
		Total	6

As indicated in table 2, four of the respondents were males and two respondents were females. One of the teachers was between the age ranges of twenty one to thirty while five of them were between the age ranges of thirty one to forty. Regarding to their academic qualification, one of the teachers was Master of Arts and five of them were Bachelor of Arts.

4.3. Data related to the literary texts in the textbook

As the researcher evaluated the textbook literary texts according to Cunningsworth,(1995-80), Richards, (2001-272) and Nunan, (2004-174)evaluation checklists, the topics of grade 11 English textbook literary texts contained varieties of topics. The topics included are “AWEKA LEARNSA LESSON at page 44, Medical innovators page 68-71, Blanket HIV testing page 111, the impact o tourism at page 126-127, leaving Miguel street at page 156, the challenge of climate change at page 168, the passage that talks about the traditional cooperative crop harvesting means’s, the biography written about disabled individuals (Kibuuka and Hellen Keller) at page 223-224, the poem written at page 252, the passage written about Saida at page 273, the passage entitled with “Beware the digital age” under unit 12 page295-296 etc. The varieties of the topics help students to think multi directions in their life. The topics provided are appealing and relevant for students because they are not difficult to understand and touch the students’ current and everyday life.

In addition, the topics are relevant with other academic subjects and culture. For instance, the topic “A childhood memory” is an interesting topic by itself and provides information about students’ past happenings. These happenings are directly relate with the students’ culture as it presents the role of preparing meal is mainly a women’s business. On this Cunningsworth, (1995) suggested that an interesting course book, lively and well presented, with variety of topic and activity can be a powerful factor in strengthening the motivation of the learners, and often of teachers too.

As we can see the topic off the passages many o them are related with the students cultural background, but not few of them. The literary texts that are not related to the students’ culture and religion will be less motivating for them to read and will be more difficult to understand than the culturally related ones.

The text book tried to fulfill the criteria provided from the above scholars. The above text book analysis on the topics show and throughout the researcher's experience as a teacher, he observed that a text which does not coordinate with background knowledge of the students and students do not know anything about the subject under discussion, they feel completely difficult to understand the text.

The following questionnaire from students supports this idea bellow.

Table 3, Students response on the appropriateness of topics and texts' relation with the students' cultural background.

No	Items	Responses											
		SA(5)		AG(4)		UA(3)		DA(2)		SD(1)		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	The literary texts cover a variety of topics.	21	35%	25	42%	5	8%	6	10%	3	5%	60	100%
2	The literary texts contain topics that are appealing to the students.	18	30%	24	40%	6	10%	8	13%	4	7%	60	100%
3	The literary texts cover topics which are relevant to the students' other academic subjects.	21	35%	28	47%	3	5%	5	8%	3	5%	60	100%
4	The literary texts contents relate with the students cultural background.	19	32%	27	45%	7	12%	6	10%	1	2%	60	100%

SA = Strongly Agree, AG = Agree, UG = Un decided, DA = Disagree, SD = Strongly Disagree

Table 4, above presents the coverage of various topics and texts' relation with the students' cultural background. As it is seen above number 1, 77% of the respondents responded as the reading texts presented in the text book covered different and variety of topics. For the other item number 2, 70% of the students depicted their agreement that required students' to examine the containing of topics that appeal to the students. According to the figure, the reading texts contained topics that appeals students. For item 3, which asks students to assess the relevance of topics to the students' other academic subjects, 82% of them agreed that the reading texts cover topics which are relevant to the students other academic subjects.

For the last item number 4, which asks students to evaluate the relationship between the literacy contents and the students' cultural background, 77% of them accepted as the contents of the reading texts and the students' cultural background, are related. As the sum of the above figure depicts, the texts covered variety of topics that are relevant to the students' other academic subjects, topics are not too difficult for students and the contents of the literary texts and students cultural background are related. During interview session supporting this idea, teachers 1, 4 and 6 suggested the following.

In the textbook literary texts' topics, it contained variety of topics. They are taken from our country and from outside countries. Selecting variety of topics helps students to think globally. These topics are mostly related with the students' other academic subjects like civics, biology ICT, physics and etc. They also touch the students' culture directly or indirectly.

From the analysis made, the questionnaire and the teachers' response above, it can be concluded that the textbook literary texts' contained variety of topics from our country and outside countries. Not only containing verities of topics, the topics are also attractive and relevant to the students' other academic subjects and touches their culture in different ways of approach. In support of this, Collie and Slatter (1990:3) said, in classroom context, learners exposed to actual language samples of real life like settings.

4.4. Data related to the presentation and clearness of objectives, suitability with grade level and contents relation with the topics

All of the literary texts' and activities' objectives are presented under each part A and B in the current English for Ethiopia grade 11 textbook saying "Read a poem" and other texts' topics. Before reading the literary texts, students are directed by the objectives provided in the form of instruction. The presence of these objectives shows what to do for students and make them ready for the coming classes. In support of this, Cunningsworth (1995:15) state that the teaching objectives set out in the contents and in the text book and teacher's book allow us to build up a picture in the course which has a sound approach and aims to be a comprehensive as possible. The objectives are also clear for students to understand. The clarity of objectives eliminate the confusion occurs in what to do because students have already informed what is expected from them. With regard to the suitability of the literary texts with the students' grade level, most of them are suitable with the grade level of the learners except some poetic texts that included too difficult languages. (Mokhatari, 2014) stated that teaching reading through suitable literary text is very much fruitful.

In other ways, all the objectives are related with the topics of the literary texts and activities. The objectives presented and what is expected to do from the students is directly related together. In addition to the objectives under each unit's part A and B that says "read a poem", there are other objectives in the form of instruction. For instance, A poem about "Night o the scorpion" page 74 stated "read the poem and answer the questions below" as an objective and others too. Students simply read and answer the questions that talks about the topic. Furthermore, the contents of all literary texts are related to their topics means they refer to their topics or they have unity.

The data from students' questionnaire supports the analysis as follow.

Table 4, student’s response for the objectives of the reading texts

No	Items	Responses											
		SA(5)		AG(4)		UA(3)		DA(2)		SD(1)		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	The objectives are presented in all literary texts in the text book.	17	28%	25	42%	8	13%	8	13%	2	3%	60	100%
2	The reading activities’ objectives are clear to the students.	23	38%	24	40%	7	12%	5	8%	1	2%	60	100%
3	The literary texts are suitable to the grade level of the students.	19	32%	27	45%	5	8%	5	8%	4	7%	60	100%
4.	The contents of the literary texts relate with the topics.	22	37%	26	43%	4	7%	6	10%	2	3%	60	100%

SA = Strongly Agree, AG = Agree, UG = UN decided, DA = Disagree, SD = Strongly Disagree

The table above depicts the presence of objectives, for the reading texts, and activities, suitability with the grade level and contents' relationship with the topics in the text. Hence, 70% of the students showed their agreement for item 1 which required them to assess the presence of objectives in all reading texts. According to the response for item1, objectives are presented in all reading texts that direct students what to do. For item 2, which asked students to assess whether the objectives of reading activities are clear to the students or not, 78% of the respondents agreed on the sustainability of the reading texts for the grade level of the students. For item number 3, 77% of them responded that the reading activities are suitable to the grade level of the students. This indicates that the reading text books are suitable to grade 12 student’s level. For item number 4, which required students to examine the relationship between the contents of the reading texts and the topics, 80%of the students showed their agreement.

This table here depicts us that almost all of the respondents agreed on the relationship of the contents of the reading texts and the topics. In other ways, the reading texts unified with the topics. They also agreed on the clarity and suitability of the texts with the grade level. According to the data shown above, students accept with the presence of objectives, clarity of activities’

objectives, and suitability of the literary texts with the learners' grade level and relation of the contents of texts with their topics.

On this teacher 3 and 5 said similar during the interview as follow.

Obviously, Objectives are presented for all literary texts and activities. First, they are presented under the units' part A and part B. Second, they are presented below the topic before the text to direct students what their roles in reading are. These objectives are suitable with the grade level of the students' because they do not invite them to do beyond their capacity to do.

Similarly with the analysis and the questionnaire, these teachers' saying shows that the objectives are presented before each and every unit's part A and B, literary texts and activities. The objectives are designed suitably with the students' grade level or understanding level. Rather than suitability, the objectives are related with what is expected to be done by the students.

4.5. Data related to the incorporation of relevant and making predictions information, association with pre/while/post reading activities and develop reading skills.

As the researcher tried to evaluate based on the scholars' checklist mentioned above, the text book literary texts incorporated relevant information because more or less they presented and talked about national and global, historical and touch the students' overall current issues. For example, a poem "under a telephone pole" page 49 presents sufficient and relevant information for students as it presented how different messages are passing through the electric wire. This poem provided broad information with small words using first person singular pronouns personification. In doing this, students can develop their reading skills because it presents the information they know before and add new information additionally that appeal them. On this according to cunningsworth (1995) and Nunan (2004) suggested that the skills work is particularly comprehensive, with useful activities, based on role plays and pair work, for developing overall skills and a lot of well designed and guided writing exercises. As a result, students develop multi-reading skills strategies that help them in their academic settings.

However, most literary texts did not incorporated and did not associated with reading strategies especially pre-reading activities. Most of them are associated with while and post-reading activities. The only literary texts that are associated with these reading strategies are Medical innovators at page 68-71, HI AIDS in Arica at page 111, Lesothos biography at page 112, etc. These literary texts help to predict, initiate and motivate students to bring their background knowledge to the current story. The reading strategies like pre-reading target the learners' reading comprehension by giving them the tools they need to become active, successful readers. But in the contrary those that did not incorporated with making prediction and did not associated with pre-reading activities de motivate and do not invite learners to predict.

The students' response in the questionnaire suggests similar ideas as follow.

Table 5, students' response on the presence of reading skills, strategies, predictability and development of the reading texts and activities.

No	Items	Responses											
		SA(5)		AG(4)		UA(3)		DA(2)		SD(1)		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	The literary texts in corporate making predications (guessing) about the reading text.	6	10%	10	17%	4	6%	21	35%	19	32%	60	100%
2	The literary texts contain relevant and sufficient information for the students to follow.	22	37%	25	42%	6	10%	6	10%	1	2%	60	100%
3	The reading activities are sufficient in developing reading skills and strategies that students require in their academic setting.	21	35%	25	42%	4	7%	6	10%	4	7%	60	100%
4.	The literary texts are associated with pre/while/post reading activities.	5	8%	6	10%	8	13%	21	35%	20	33%	60	100%

SA = Strongly Agree, AG = Agree. UG = Un designed, DA = Disagree, SD = Strongly Disagree

As table 6 indicates items 1 and 3 were concerned with the incorporations of making predictions and the development of reading skills and strategies. On this idea, 27% of the students depicted their agreement for item 1 which asked them to assess the incorporations of making predictions about the reading text. This figure suggests that most reading texts did not incorporate activities that help students making predictions about the texts. For item 3, 77% of the respondents showed their agreement which would seem to depict that more than half of the students agree to the idea that the reading activities held information that is relevant and sufficient in amount for developing reading skills and strategies that help students in their academic setting. Consequently, 79% of the respondents showed their agreement to item number 2, which required them to assess the reading texts containing of relevant and sufficient information for students to follow. As the response depicts the reading texts contained relevant and sufficient information for the students.

For the last item number 4, 18% of the students showed their agreement for the idea that demands to assess the association of pre-reading activities in the text. This indicates that few of the texts are associated with the reading strategies. As Richards (2001) says pre-reading strategy is designed to help give learners structure, guidance and background knowledge before they begin exploring a new text.

Based on the table above, some of the reading texts in the text book incorporated guessing activities and all of them contained relevant and sufficient information for the students to follow, sufficient in developing reading skills and strategies and associated with reading strategies.

In line with this, teacher 2 and 6 supports the textbook analysis and the questionnaire as follow.

The literary texts provided relevant information that help students develop their reading skills. The information presented in the texts is more or less touches the students' other academic subjects and relate with their day to day lives. They give solution for their current problems. For example, a poem about "The old woman" presents information how everybody struggles for a living. Once the students know the benefit of reading, they get in to affection and read repeatedly and develop their reading skills. In relation to the association of the literary texts with

pre/while/post reading activities, almost more than half of the literary texts do not invite students to be asked the pre-reading questions.

According to the above response obtained from an interview, we can conclude that the literary texts incorporated relevant information that helps students enhance their reading skills. But only 4 texts incorporated and associated with pre-reading. Almost all the texts are associated and incorporated while and post-reading activities. From eleven topics, four is relatively few. Therefore it is not enough and do not help learners to predict what they are going to read about.

4.6. Data related to literary texts' and activities' organization, containing appropriate and sufficient visual support and communicates and cooperate in groups.

The literary texts are organized in a way that is clear and simple for the students to follow. The clearness and simplicity of the texts allows learners to express their ideas freely. For example, a topic "Medical innovators" page 68-71 presented in short, simple and clear language and asks students to find out the words meaning from the poem. Once the students get freedom, they easily communicate and cooperate in groups as some of the texts' activities order them to discuss in groups. It is also organized and designed in clear and simple way to follow for students because most literary texts are organized in short, simple language and manageable way.

Additionally, the poem about the old woman is supported by visible and authentic pictures. More than half of the texts are not supported by visual pictures. In relation to this, According to Griffiths, (1995:52) pictures and other visual materials can activate students' prior knowledge. In addition, as Nunan (2004:15) stated 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.

Furthermore, the design of the literary texts and activities tried to integrate further macro skills together. For instance, Broken Britain page 204 orders students to read and report to other group members, listen to each group and make notes under the headings. This text tried to integrate reading with the other further skills writing, listening and speaking together. According to Koutosompo (2015:75) designing stimulating activities that motivate the learners is the greatest

challenge for language teachers, and literature has a strong motivating power due to its calling on to personal experience

Generally, from the analysis, the questionnaire and the interview, we can understand that the texts are organized and designed in simple, clear and communicative ways. However, few of them supported by visual pictures but most of them tried to integrate further macro skills together.

The following table suggests about this.

Table 6. Students' response on the design, visual support and organization of reading texts and activities.

No	Items	Responses											
		SA(5)		AG(4)		UA(3)		DA(2)		SD(1)		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	The literary texts are organized in a way that is clear and simple to follow for the students.	16	27%	23	38%	6	10%	8	13%	7	12%	60	100%
2	The literary texts are contained appropriate and sufficient visual support (pictures, diagrams, tables, etc.) for the students to carry out the task sufficiently.	7	12%	9	15%	7	12%	20	33%	17	28%	60	100%
3	The reading activities are designed in a way which will allow learners to communicate and cooperate in groups.	22	37%	24	40%	5	8%	66	10%	3	5%	60	100%
4.	The reading activities are designed in a way task lead on to further skills work, perhaps listening and writing.	24	40%	25	42%	4	7%	4	7%	4	7%	60	100%

SA = Strongly Agree, AG = Agree, UG = Un Decided, DA = Disagree, SD = Strongly Disagree

The above table 7 indicates have the reading texts are designed in relation to other skills coverage of visual supports and their organizations in the texts. Item 1, 2, 3 were concentrated with the organization that were simple and clear for the students to follow and linked to other

skills, especially listening and writing. Hence, 65% of students showed their agreements to item number 1 which required them to access the organization of the texts for students to follow. This figure suggests that the organization of reading texts is organized in simple and clear to follow for students. For item 2, 27% of the students showed their agreement to the idea that the reading texts contain sufficient visual support (pictures, diagrams, tables, etc.) for the students to carry out the task successfully. This shows that below half of the reading texts are contained appropriate and sufficient visual supports to help students understand the texts.

For the item 3 that demands to assess the design of activities in the texts, 77% of the respondents showed their agreements on the design of activities in the texts. This figures for item 3 shows the design of activities are designed in a way that allow learning to communicate and cooperate in groups. In the last item 4, 82% of the students showed their agreement on the design of reading texts, linkage to further skills' work, perhaps listening and writing. This percent or response shows that the reading texts are linked to other skills specially listening and writing.

According to this figure above, reading texts are organized in a way that is clear and simple for students, presented with less appropriate and insufficient visual support because most pictures are inauthentic, the activities are designed for the students to communicate and cooperate in groups and linked with other further skills.

With this regard, teacher 1 and 4 suggested the following.

Frankly speaking, the nature of the texts' organization is organized in the way that is clear and simple to follow for students. Except two or three texts, others are organized clearly and in simple way to follow and understand. Some of the literary texts are supported with authentic pictures. This helps the students to understand the texts easily and successfully. The design of the reading activities are also allows students to communicate and cooperate in groups in the classroom.

Teacher 1 in his part suggested on the integration of other or further skills.

To me, the reading activities are designed in the ways that invite to integrate further skills. For example, there are simple and clear questions that ask for the theme of the texts like "Discuss on the following questions and answer the

questions". These kinds of questions lead the texts to integrate reading with writing, speaking and listening during the discussion.

From the analysis, questionnaire and interview, one can understand that the organizations of most literary texts are organized in a way that is clear and simple for students to follow. In addition, some of the texts are supported with visual pictures. Moreover, the reading activities are designed in the way that allow learners to communicate and cooperate in groups because the organization and design of the texts are provided clearly and in simple way for students. These activities are also tried to integrate the four macro skills especially in the discussion questions.

4.7. Data related to literary texts and activities requiring general or specific information, challenging level, encouraging and containing clear and simple instructions.

As the researcher evaluated the textbook literary texts' activities, most of them require students for specific information. As the researcher tried to count the number of questions for general and specific, 111 of the activities are prepared for specific and 12 of them are prepared for general information. This shows that most activities are prepared for specific information and do not match with the questions prepared for general information in amount. Thus they should be relatively parallel in amount.

On the other hand, most of the reading activities are moderately presented means neither too difficult nor too simple. As a result, students simply understand and do what they are asked to do. Therefore, it can be said that the reading activities encourage the students' background knowledge because there are activities that order students to answer from what they know before. For instance, under A8.8 the text that talks about traditional means of gathering crops at page 207, The text that talks about disabled individuals at page 223-224 ask students to answer from their background knowledge specially the poem-the night of a scorpion and ask students what they know about the pictures. This helps the learners to encourage and predict what they are going to read. In here, Richards (2001),Pang and et.al (2004:13) state that reading comprehension is about relating prior knowledge to new information contained in written texts. Prior knowledge in turn depends on lived experience. The activities provided after reading are also presented in a clear and simple instruction to apply classroom learning to the real world accompanying with their personal experience. According to Carter (1991) a difficulty in

understanding the literal meaning of literary text will also decrease the students' motivation in reading literary texts. It is recommended to select literary texts which are not too far beyond the students' proficiency levels.

To clearly speaking, all the activities are written in simple instruction and clear for students to understand. Therefore, it can decrease the confusion that occurs in doing activities.

However, some texts and activities are not manageable in a period. For example, the text about "Medical innovators and "the passage that talks about disabled individuals" are lengthy the activities are also many in numbers. As a result it is impossible to complete reading and doing exercises in a single period.

In relation to the above analysis the following students' questionnaire shares the similar information as it is seen bellow.

Table 7, The students' response for the challenging level and clarity of instructions of reading texts and activities.

No	Items	Responses											
		SA(5)		AG(4)		UA(3)		DA(2)		SD(1)		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	The reading activities require the students only to understand the main idea of the given information	6	10%	11	18%	9	15%	18	30%	16	27	60	100%
2	The reading activities are challenging enough neither too simple nor too difficult	18	30%	23	38%	7	12%	6	10%	6	10%	60	100%
3	The reading activities activate the students' background knowledge to activate before reading the text through questioning picture reading and word clustering.	20	33%	23	38%	7	12%	6	10%	4	7%	60	100%
4.	The reading activities are presented in clear and simple instructions to apply classroom learning to the real world or require students to relate the text to their personal experience.	25	42%	25	42%	4	7%	5	8%	1	2%	60	100%

SA = Strongly Agree, AG = Agree, UG = Un decided, DA = Disagree, SD = Strongly Disagree

The above table 8 depicts how the reading activities are provided regarding sufficient information, that is whether the simple and clear for students to follow, difficulty and challenging level of the texts and organization of the relevant text that is to assess whether they encourage students' background knowledge to activate reading texts and activities and tec. or not. As it is seen above, 57% of the students disagreed for the idea that assesses reading activities require only to students understand the main ideas of the given information. This shows that the reading texts require students to understand the specific idea of the texts.

For item 2, 68% of the respondents accepted as the reading activities are either too simple or too difficult. This shows that the reading activities are easily understandable by students. For the next item number 3, which assesses whether the reading activities encourage students' background knowledge go to activate before reading the text through questioning, picture reading and word clustering or not, 71% of the students replied positively. Their response depicts that the reading activities encourage students' background knowledge to activate before reading the text. 84% of the respondents showed their agreement for the last item number 4 which assess the reading activities' clarity and simplicity of instructions.

According to the respondents, the instructions of the reading activities are clear and simple to understand and carryout marks for the students. In addition, the reading activities encourage learners to apply class room learning to the real world or require students to relate the text to their personal experience. As they replied, the reading activities encourage them to experience classroom learning and relate the contents of the texts with their personal background.

Teacher 2 and 5 reported in the following way.

In the textbook, most of the activities are emphasized on specific information rather than general information. They are not difficult to understand because most of the activities are written in short and simple language. This encourages the students' background knowledge as some texts ask students to predict what the text is about before starting reading. These kinds of questions encourage students to think back and connect their idea to the current activities.

Teacher 4 in his part added on the number of activities as follow.

As I see them, since some literary texts are vast or lengthy and the number of activities are more; reading and doing more activities became boring for us (teachers) and for the students within a period and it is unmanageable.

The analysis of the textbook and the interview indicates that most of the activities require students for specific information. In addition, they are also neither too difficult nor too simple for students and they activate the learners' background knowledge because they are presented in simple and clear instructions. This helps them to achieve what is expected from them. In the contrary, including more activities for one vast text makes the students and the teachers unpleasant.

4.8. Data related to the literary texts' language authenticity, language development, introducing students' new language items.

To put in the net shell, most of the textbook literary texts utilized authentic languages. The texts used from ordinary language to difficult languages or words but most of them are authentic and the students' day to day classroom languages.

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. Despite the difficulty of the authentic texts, the researcher agrees with Nunan (2004:51) in that the focus will be on assisting learners to do in class what they will need to be able to do outside, materials should reflect the outside world and they should have a degree of authenticity.

They also included all kinds of tenses and passives. Using different expressions give sufficient information interacted with the topic and develops the students' grammar and vocabulary knowledge. According to Cunningsworth (1995:p.15), the language items covered are what would be expected of course at this level and include general tense work including past, present perfect and past perfect, conditionals modals, phrasal verbs, relative clause, etc.

But some texts used too difficult words. For example, the poem “Vultures” page 188 utilized too difficult words although the meanings of the some words are given below the poem. In support of Cunningsworth’s (1995) idea, Carter (1991) also states that the level of language difficulty has to be considered because the access will be restricted if the students cannot attain the basic level of comprehension. In here, the usage of language in this text can be said it is beyond the understanding level of the students. Though some texts used difficult words, they help students develop their vocabulary skills and add new language items according to the researcher’ thinking.

The students’ questionnaire adds nearly similar ideas.

Table 8, Students’ response for the appropriateness of the reading texts' language.

No	Items	Responses											
		SA(5)		AG(4)		UA(3)		DA(2)		SD(1)		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	The language of literary texts used in the textbook is authentic i.e., like a real-life English.	18	30%	27	45%	6	10%	8	13%	1	2%	60	100%
2	The literary texts contain language (grammar and vocabulary) that are worth acquiring for over all language development.	23	38%	29	48%	2	3%	4	7%	2	3%	60	100%
3	The literary texts offer sufficient interaction with a topic or text to develop content and related vocabulary knowledge.	20	33%	26	43%	5	8%	5	8%	4	7%	60	100%
4.	The literary texts introducing students new language items (grammar and vocabulary), consolidate language.	22	37%	26	43%	7	12%	5	8%	-	-	60	100%

SA = Strongly Agree, AG = Agree, UG = Un decided, DA = Disagree, SD = Strongly Disagree

The above table 9 asks students to assess the appropriateness of the language used in the text book. There for, for item 1, 75% of the students from the total of 60 (100%) showed their agreement for they are asked to assess the authenticity of language used in the reading texts. As the response of students showed, the languages used in the texts are authentic or it is as a real - life English. Following this, 86% of them responded positively for they are asked to evaluate whether the texts contained languages (grammar and vocabulary) for acquiring the overall language development.

For the 3rd item which required students to assess the reading texts' offering sufficient interaction with the topic or texts to develop content and related vocabulary knowledge, 76% of the respondents showed their agreement. This shows that the reading texts' provided sufficient text or topic for interaction to students.

Finally, 80% of the respondents responded positively for item number 4, which required students to assess the literacy texts introducing students' new language items that can consolidate their language work. This response indicates that the literacy texts introduce new language items like grammar and vocabulary. These new language items consolidate the students' language work.

To sum up, according to the responses above, the language used in the reading texts are like real - life English (authentic), worth acquiring for the aver all language development, offer sufficient interaction with topic and text to content and related vocabulary knowledge and introduce students new language and different types of directions in the texts. Furthermore, more than half of the students responded positively for the provided questions above in different tables and items.

In support of this, teacher 2 and 4 suggested the following.

The language used in grade 12 textbook literary texts is authentic because most of the languages used are as real-life situations. Therefore, it is worth for overall students' language development. In the side of using difficult language, although it invites students to struggle for understanding the meaning of difficult words, it helps them to increase their word knowledge.

In the contrary, teacher 3 commented the following.

I think the stories interest me and the students but some literary texts used difficult words that are beyond the students' grade level. This kills our time finding, discussing or telling each difficult word's meaning because it needs additional time for discussion on words rather than on the texts.

The result of the analysis and the response of the students' questionnaire and teachers' interview imply that most literary texts incorporated authentic and real-life situation languages that are organized in different language systems to encourage the students' overall language development. However some texts used difficult words (language) and this becomes an obstacle to understand the texts for the learners. Harmer (2001:204) defines authentic literary text which has been carelessly chosen can be extremely demotivate students since they do not understand it.

4.9. Data Related to Activities

The grade 11 English for Ethiopia textbook literary texts' activities included varieties of activities. These activities are suitable with the needs and goals of the students. First, since the texts touch the students' other academic subjects, they read texts and do activities to achieve their needs and goals. Second, most of the texts present about their life in their nation and the world. Therefore, as the activities ask them about the current issues that are wanted to be known by the students, they are suitable for the students.

Furthermore, both the literary texts and the activities are interesting and motivating. As it is seen above, the nature of the literary texts and the activities are designed well and most of the texts and activities are presented in simple language. On the other hand, the texts also related with the students' cultural background. As a result, the texts and activities interest and motivate the students to read more. Text books can promote learning by contributing to students' motivation. Motivation is one of the most powerful forces for good and effective learning and can often be more important than other factors, including teaching method. The teacher's book acknowledges the need for text books to challenge students in order to keep up their motivation. They also assist for text interpretation for students' primary language and culture since the texts are presented in clear and simple language and instructions. The following table from students' questionnaire stated related information.

Table 9. Students Responses On The appropriateness of The Activities

No	Items	Responses											
		SA(5)		AG(4)		UA(3)		DA(2)		SD(1)		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	There are varieties of activities in the text book.	21	35%	24	40%	2	3%	8	13%	5	8%	60	100%
2	The reading activities are suitable to the needs and goals of the students in developing reading skills and strategies.	21	35%	25	42%	4	7%	7	12%	3	5%	60	100%
3	The reading activities are interesting and motivating the students.	19	32%	26	43%	7	12%	5	8%	3	5%	60	100%
4.	The literary texts assist identifying and need for text interpretation, while treating positively the students' primary language and culture.	23	38%	25	42%	5	8%	5	8%	2	3%	60	100%

SA = Strongly Agree, AG = Agree, UG = Undecided, DA = Disagree, SD = Strongly Disagree

Table 10 above requires students to assess the presence of various activities, suitability of the activities, interestingness and motivating of activities and assistance of the texts to identify and interpreted while treating positively the students' primary language and culture as the figure above indicates, 75% the respondents showed their agreement for they are required to assess the presence of variety of activities in the text book for item 1 so according to the respondents the text book contained various activities for students.

For The next item number 2 which asks the students to assess the sustainability of the reading activities to the need and goals of the students in developing reading skills and strategies, 77% of them showed their agreement. This response indicates the reading activities are suitable for the student's needs and goals of developing reading skills and strategies the reading activities. For

the other question which required students examine the interestingness and motivating for the students, 76% of the students responded as the reading activities are interesting and motivating for them. For the fourth item 80% of the respondents showed their agreement for they are asked to evaluate the reading texts' assistance in identifying and need for next interpretation while treating positively the students' primary language and culture.

In general, students responded for they are asked to assess the reading activities' number, suitability for students, interestingness and motivating and assistance for the students' primary language culture in the table positively.

Teacher 3 and 5 in their part shared as follow.

In the textbook literary texts, there are varieties of activities. The activities are designed and organized in the way that can interest and motivate students. Accordingly, most of them are compatible because they written in the context of the students' living culture. This assists them for text interpretation for their primary language and culture. However, in case of Bitotessa secondary school, the current grade 11 students do not have interest to read texts. This is because of lack of practice in reading. They read mainly grammar parts more than reading texts for exam purpose.

Based on the teachers' response, the questionnaire and the analysis made, we can understand that the texts incorporated variety of activities that are suitable to the needs and goals of the students. As Cunningsworth (1995) suggested, the materials selected should reflect the needs of the learners and the aims, methods and values of the teaching program. They also interest and motivate students and assist for their first language and culture. Oppositely, students do not have interest and lacks practice in reading such texts.

4.10. Data related to the overall approaches challengingness

The approach of the texts and activities provided well in the textbook and most of them are manageable in the allotted time but some texts and activities are presented lengthy and vast For instance, the text under the topic of "medical innovators" page 68-71 is vast because it included many pre/while and post activities and the text is divided in to two parts (1 and 2) As a result it is

impossible to do activities and read texts in a single period. The overall approaches the selecting of topics the organization and language usage of both the texts and the activities provided well. Especially the language usage of the texts is suitable and easily understandable for the learners except two or three texts. In strengthening this, Williams (1983:18-19) explains it clearly: ...it should not contain a large amount of language that is too difficult for the most of the class... if too difficult, then either the pace of the lesson will be slow, and boredom will set-in, or the pace will be too fast, and the learner will not understand enough, and frustration will result.

In support of this, teachers 1, 2, 3, 5 and 6 suggested their view in the following way.

The approaches of the literary texts are interesting and motivating but, I doubt on the manageability of the texts. Why I said this is that students do not finish readings because they lack the experience in the reading such texts.

The approaches of the text and activities are well presented and they are interesting. However, What became challenging is that some texts are lengthy, lack of students' internal motivation, large number of students, teachers pedagogical skill gap and experience of teaching literary text, shortage of time.

In sum, as the responses of the interview showed above, most of the approaches of the texts' and activities are good. To this end, Murat (2005) asserted that literary texts used to teaching reading should be selected carefully by considering the needs and interests, expectations and difficulty levels of the language in to accounts. This helps to maximize and facilitate the comprehensibility of the reading texts and minimizes student's cultural, political and economical crisis.

According to their sayings, almost all of the interviewees replayed they were faced challenges. In addition to the other challenges, students' internal motivation and interest, text lengthy teachers' pedagogical skill gap, inexperience of teaching literary texts and their own perception were take the major share.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusion and the recommendations of the study. The conclusion discusses the main points of the findings of the study, and the recommendation provides how to improve the challenges in the design of the text and in teaching reading skills in English for Ethiopia text book.

5.1. Conclusions

In this section, the conclusion drawn in the light of the findings of this study would be presented. The majority of the students believed the reading texts contained aims and appealing activities to develop students reading skills. However, some of the poetic texts are found as too difficult to understand them well, in a few activities pre-reading, while reading and post reading stages were missed especially the pre-reading. In addition, most reading texts are related with student's native culture.

The literary texts in the text book are presented in simple language, interesting, motivating and related to their topics but some of the literary texts are so difficult because they included difficult languages specially in poems though the usage of languages in poems irregular. In other ways, some texts are lengthy and unmanageable in a period and Students are also lack the practice of reading such literary texts.

Most of the language (grammar and vocabulary) of the texts seem to satisfy the needs and interests of the students for its contribution to the overall language development of the students besides reading skills. However, some poetry texts' language found difficult for the students as well as for the teachers. Some reading texts and activities are organized with authentic and inauthentic visual support. Therefore, it can be said it is beyond the understanding level of the students.

The aims and objectives of the reading texts and activities or reading lessons seem to reflect the purposes for which the students need to develop the skills of reading. In other ways, an attempt seems to be made to facilitate the student's ability to comprehend texts and take notes in different academic subjects of study presented through English as the medium of instruction. In addition, most of the activities ask students for specific information.

The topics of the literary texts are related to those things that the students do in other classes like civics, biology and physics in classes and in out of classroom situations including environmental issues and technologies such as modern technology, life of animals and the living styles of some families and so on. Therefore, they appear to be familiar and appealing to grade twelve students.

The activities' instructions found in the students' text book are clear for both the students and the teachers. The texts also covered a variety of topics and contained topics that are appealing to the students.

Teachers teach the reading texts by selecting texts which they assumed easy for students and give home assignments texts which they assumed difficult

5.2. Recommendations

Based on the findings and conclusions made, the following recommendations are suggested.

Since it is beneficial to language development, the designers of language texts should include more literary texts in language materials.

To increase the interest of the students for such reading texts, teachers of the English subject should facilitate special programs for the students that help them practice to read different kinds of writings or literary texts.

When doing the above, first, teachers should select the text that is interesting or appealing, motivating and appropriate literary texts for their students. After they repeatedly do this, the students will get in to affection of reading and become eager for the other literary texts

In order to make the literary texts easily understandable for students, the designers of the literary texts are advised to select texts which touch the student's cultural, social and economical background of the students.

In addition, the designers of the textbook should include pre,/while and/post reading activities based on the literary texts .

Moreover, the teachers are advised to select the text that suit with their students overall situations in their teaching reading classroom instead of giving home assignment those which they thought difficult.

In the contrary, students should also make an effort for practicing reading many literary works and different extracts of writing rather than expecting their teachers.

To sum up, all the stake holders (designers of the text book, teachers and students) should play their roles for the achievement of the overall teaching reading skills. In addition, they should also continue strengthening the positive sides of the literary texts and improving the negative sides of the texts presented in the grade twelve textbook.

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APPENDICES

APPENDIX A

TEXT BOOK ANALYSIS CHECKLIST

(Adapted from Cunningsworth, (1995 80) Richards, (2001:17) and Nunan, (2004:74)

No	Things to be analyzed	Yes	No
1	Do the literary texts contain varieties of topics appealing and relevant to the students other academic subjects and culture?		
2	Do the texts' and activities' objectives presented in all reading texts suitably with the grade level and relate with topics?		
3	Are the literary texts incorporated predictions, relevant information, develop reading skills and associated with pre/while/post reading activities		
4	Are the literary texts and activities organized in clear and simple ways containing appropriate and sufficient visual support?		
5	Are the literary texts' activities require students for general or specific information, challenging or not encourage students' background knowledge and contain clear and simple instruction?		
6	Is the literary texts' language authentic, containing grammar and vocabulary worth acquiring for overall language development, offer sufficient interaction with a topic and introduce students new language items?		
7	Are there varieties of activities that are suitable to the needs and goals of the students, interesting and motivating the students and assist them for text interpretation for the students primary language and culture?		
8	Are the overall approaches of the texts and activities challenging or not?		
9	Is the literary text manageable within the given period of time?		
10	Are the topics of the literary texts relate to the contents of the reading texts?		

APPENDIX B

ADDIS ABABA UNIVERSITY

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

QUESTIONNAIRE TO BE FILLED BY STUDENTS

Dear student,

The questionnaire is designed to collect helpful data for a post graduate study on the relevance of literary texts to teach reading skills of English for Ethiopia grade Eleven student's text book. You are an important source or you have firsthand information since you have learnt the material in your English language learning. Therefore, I trust you that you will fill the questionnaire honestly and truthfully.

I would like to assure you that any information you provide in this questionnaire will be kept strictly confidentially. Thank you for spending your precious time and invaluable effort to fill in the questionnaire.

Instruction: read each of the items and show your option or evaluation or decision by putting a tick mark (✓) in the column of your choice or that represents your opinion by indicating whether you

1. Strongly disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly agree

Students' questionnaire on the literary texts' and activities' difficulty level, design, organization, appropriateness and relevance.

No	Items	Likert scale					
		SA	AG	UA	DA	SD	Total
		5	4	3	2	1	
1	The literary texts are organized in a way that is clear and simple to follow for the students.						
2	The literary texts are contained appropriate and sufficient visual support (pictures, diagrams, tables, etc.) for the students to carry out the task sufficiently.						
3	The reading activities are designed in a way which will allow learners to communicate and cooperate in groups.						
4.	The reading activities are designed in a way task lead on to for their skills work, perhaps listening and writing.						
5	The literary texts incorporated making predications (guessing) about the reading text.						
6	The reading activities are sufficient in developing reading skills and strategies that students require in their academic setting.						
7	The literary texts are associated with pre/while/post reading activities.						
8	The reading activities require the students only to understand the main idea of the given information						
9	The reading activities are challenging enough neither too simple nor too difficult						
10	The reading activities encourage the students' background knowledge to activate before reading the text through questioning picture reading and word clustering.						
11	The reading activities are presented in clear and simple instructions.						
12	The literary texts contained relevant and sufficient information for the students to follow.						

13	The objectives are presented in all literary texts in the text book.						
14	The reading activities' objectives are clear to the students.						
15	The literary texts are suitable to the grade level of the students.						
16	The contents of the reading texts relate with the topics.						
17	The literary texts cover a variety of topics.						
18	The literary texts contain topics that are appealing to the students.						
19	The literary texts cover topics which are relevant to the students' other academic subjects.						
20	The literary texts contents relate with the students cultural background.						
21	There are varieties of activities in the text book.						
22	The reading activities are suitable to the needs and goals of the students in developing reading skills and strategies.						
23	The reading activities are interesting and motivating the students.						
24	The reading texts assist identifying and need for text interpretation, while treating positively the students' primary language and culture.						
25	The language of reading texts used in the textbook is authentic i.e., like a real-life English.						
26	The literary texts contain language (grammar and vocabulary) that are worth acquiring for over all language development.						
27	The literary texts offer sufficient interaction with a topic or text to develop content and related vocabulary knowledge.						
28	The literary texts introducing students new language items (grammar and vocabulary), consolidate language.						

APPENDIX C

INTERVIEW QUESTIONS FOR TEACHERS

Dear teachers,

Good morning Good afternoon. My name is _____.I am writing a thesis in partial fulfillment of the requirement of the degree for Master of Art in TEFL at Addis Ababa University, School of Foreign Language Studies. This interview constitutes an essential part to the study the appropriateness of grade 11 literary texts to teach reading skills in academic setting of Bitotessa secondary school.

Your true responses are very crucial for the success of the research. Thus, you are cordially requested to provide real responses to the questions I ask you. You are guaranteed the confidentiality of your responses. Thank you very much for sparing your valuable time and effort in this interview.

1. Do you think the literary texts' contained varieties of topics related with the contents of the texts that are appealing and relevant to the students' academic subjects and culture?
2. Do you believe the objectives are presented in all reading texts suitable with the grade level of the students?
3. How do you see the incorporation of relevant information for developing reading skills and the association of reading strategies?
4. Do you think the literary texts' organized in clear and simple way containing appropriate and sufficient visual support?
5. How do you evaluate the challenging level of the language, the encouragement of students' background knowledge and the clarity and simplicity of the instructions?
6. Do you think the literary texts provided in the textbook interest and motivate you and the students? If yes, please explain why.
7. To what extent is the goal or goals of the reading activities are interesting and motivating and assisting for students' first language and culture?
8. Are you interested or challenged in teaching reading using literary texts found in the textbook? If yes, how do you teach them? If no why?
9. Have you ever faced any difficulty in using literary texts when you teach reading? What types of difficulty did you face? Methods or contents?Or other if any?

APPENDIX D

TEACHERS' INTERVIEW TRANSCRIPTION

1. Do you think the literary texts' contained varieties of topics related with the contents of the texts that are appealing and relevant to the students' academic subjects and culture?

In the textbook literary texts' topics, it contained variety of topics. They are taken from our country and from outside countries. Selecting variety of topics helps students to think globally. These topics are mostly related with the students' other academic subjects like geography, biology ICT and etc. They also touch the students' culture directly or indirectly.

2. Do you believe the objectives are presented in all reading texts suitable with the grade level of the students?

Objectives are presented for all literary texts and activities. First, they are presented under the units' part A and part B. Second, they are presented below the topic before the text to direct students what their roles in reading are. These objectives are suitable with the grade level of the students' because they do not invite them to do beyond their capacity to do.

3. How do you see the incorporation of relevant information for developing reading skills and the association of reading strategies?

The literary texts provided relevant information that help students develop their reading skills. The information presented in the texts is more or less touches the students' other academic subjects and relate with their day to day lives. They give solution for their current problems. For example, a text about "The impact of tourism" page 126 helps them know how tourism enhance country's income. Once the students know the benefit of reading, they get in to affection and read repeatedly and develop their reading skills. In relation to the association of the literary texts with pre/while/post reading activities, almost more than half of the literary texts do not invite students to be asked these questions.

4. Do you think the literary texts' organized in clear and simple way containing appropriate and sufficient visual support?

The reading activities are designed in the ways that invite to integrate further skills. For example, there are simple and clear questions that ask for the theme of the texts like "Discuss on the following questions and answer the questions". These kinds of questions lead students to integrate reading with writing, speaking and listening during the discussion. 56

5. How do you evaluate the challenging level of the language, the encouragement of students' background knowledge and the clarity and simplicity of the instructions?

In the textbook, most of the activities are emphasized on specific information rather than general information. They are not difficult to understand because most of the activities are written in short and simple language. This encourages the students' background knowledge as some texts ask students to predict what the text is about before starting reading. These kinds of questions encourage students to think back and connect their idea to the current activities.

6. Do you think the literary texts provided in the textbook authentic interest and motivate you and the students? If you say yes, please explain why.

The language used in grade 11 textbook literary texts is authentic because most of the languages used are as real-life situations. Therefore, it is worth for overall students' language development. In the side of using difficult language, although it invites students to struggle for understanding the meaning, it helps them to increase their word knowledge.

In the contrary, teacher 3 commented the following.

I think the stories interest and motivate me and the students but some literary texts used difficult words that are beyond the students' grade level. This kills our time finding, discussing or telling each difficult word's meaning because it needs additional time for discussion on words rather than on the texts.

7. To what extent is the goal or goals of the reading activities are interesting and motivating and assisting for students' first language and culture?

In the textbook literary texts, there are varieties of activities. The activities are designed and organized in the way that can interest and motivate students. Accordingly, most of them are written in the context of the students' living culture. This assists them for text interpretation for their primary language and culture. However, in case of Bitotessa-17 secondary school, the current grade 11 students do not have interest to read texts. This is because of lack of practice in reading. They read mainly grammar parts more than reading texts for exam purpose.

8. Are you interested or challenged in teaching reading using literary texts found in the textbook? If you say yes, how do you teach them? If no why?

As I see it, I am interested in teaching reading using literary texts found in the text book. When I say this, I am not saying I am interested with all the literary texts in the text book. Some of the literary texts in the text book are vast and difficult to understand for students in a period of time but most of them are manageable and simple to understand. So, I teach students by selecting those short and easily understandable reading texts and I give those difficult texts as homework and do activities. Furthermore, the contents of the extracted novels and poems are not addressing the cultural, economical, and socio-political issues of both the students and for us.

Ok, I am not interested with some of the reading texts found in the text book because the language of some texts is difficult. To make the difficult languages easy, we kill our time only reading on one text in a period and do not do the activities taken from these texts. Students are also not interested volunteer to read these texts. As a result, I jump some of the reading texts and give them as homework. The other teachers told to the researcher as they agree with the above two teachers' ideas.

9. Have you ever faced any difficulty in using literary texts when you teach reading? What types of difficulty did you face? Methods or contents? Or other if any?

The approaches of the text and activities are well presented and they are interesting. However, What became challenging is that some texts are lengthy, lack of students' internal motivation, large number of students, teachers pedagogical skill gap and experience of teaching literary text, shortage of time. Furthermore, the current grade 12 students do not have an interest for reading in general.

APPENDIX-E

Table 1: The Setting of the Literary texts and Activities Distribution in the Twelve Units

Units	Topics of texts	Page	Activities	Covered reading skills
2	OWEKA LEARNS A LESSON	44	Reading to obtain specific and general information	Scanning and skimming and summarizing.
3	Medical innovators	68	Read and identify for specific information and inferring meaning	Scanning, inferring and skimming
4	HIV AIDS in Africa	110	Survey read and write answers for referential questions	Skimming, referring and scanning
5	The impact of tourism	126	Read the poem and novel independently for doing questions, and predicting	Scanning , skimming and inferring
7	The challenge of climate change	168	Skim reading for specific information, explain meanings of words	Scanning, skimming and inferring meaning
8	The tale of a tap	199	Skimming for details, discussing on the words' meaning making	Inferring, skimming and scanning
9	Disability is not in ability to success	222	Commenting the author's sayings, explaining words, predict about the text and telling what they found out Survey the novel and doing choose questions	Scanning, skimming and inferring meanings
	Kibuwaka	223		
	Hellen Keller	224		