

Evaluating Reading Tasks in Ethiopian Secondary Education: A Pedagogical Analysis of the Grade 11th English Textbook

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Abstract

In this study an attempt was made to analyze the Reading Activities (tasks), suggested in currently in use grade 11 English textbook, and to see how well they are organized in a way that they could promote students Reading skills. The required data for the study were collected using text analysis, interviews and classroom observation. The contents of the reading sections of the selected units (unit 3,4,5,6 and 7) in the textbook were analyzed using elements of communicative tasks. This is done using a Littlejohn (1998:196) suggestion that says for internal evaluation; 10%-15% of the material would be the unit of analysis (i.e. taking three units of the whole textbook). For the sake of maximizing the reliability of the study, the researcher adds other two units. The study was conducted at Bule Hora Secondary and Preparatory School, which was selected purposively. Text analysis, observation and interview were used to gather the relevant data. Two Grade 11 English teachers who were available to teach from this textbook and nine ranked students (from three sections) selected through the purposive sampling technique and interviewed assumed to forward detail information about their new English textbook. The findings of the textbook analysis were used as background information for the further analysis of the findings of the study. Then, descriptive analysis was employed to analyze the responses given to each item in the interviews' questionnaire, the findings of the text analysis and classroom observation. The analysis revealed that there has been a mismatch among the Reading activities designed for grade 11, the teaching practices implemented by the teachers and the pedagogical procedures favored by the course designers for teaching the reading sections of the new textbook. The textbook analysis reveals that even if the Reading activities in a new textbook are designed to improve students' communicative skills, however, the Reading activities are not seemed designed for grade 11 students' level of understanding, needs and interests. Teachers also claimed that the activities are challenging and teacher's book they have been using is not properly prepared with the book. The teachers' and students' responses and the classroom observation results indicated mismatch between what actually happened in the reading classes and what has been proposed in the teachers' and text book. Accordingly, the unfamiliarity and difficulty of the contents, absence of teachers' training for presenting the new textbook, mismatch of teachers' and students' textbook; and lack of motivation and commitment on the part of the learners and teachers appeared to be the major causes for the students' poor communicative skills and failure to execute the suggested Reading activities (tasks). To sum up, there was no uniformity in students' response across different aspects of Reading activities, but there was more consistency between teachers' response. The results of the study generally suggest that the designer did not properly organize Reading tasks, which were designed for teaching English reading skill. Consequently, reading tasks seemed to suffer from different problems created at various stages of implementing the tasks. The tasks did not appear to provide the students with helpful learning atmosphere in order to practice reading and develop their oral skills. Recommendations were forwarded to alleviate the problems.

Keywords: Reading Skills, Grade 11th Text Books, English, Bule Hora, Secondary School

INTRODUCTION

Background of the Study

In educational institutions where English is taught as a foreign language, it is necessary for curriculum designers and educators to incorporate and represent all the language skills properly and equally. Teaching and learning to take place, teaching materials plays a pivotal role. Materials are not just tools; they represent the aims, values, and methods in teaching a foreign language (McDonough and Shaw 1993). This shows that materials are the most powerful device in spreading new methodological ideas and in shaping language teaching and learning practice. In connection with this point, Richards (2001), suggest that, the teaching materials, for instance textbooks, are a key component in most language programs. Richards (ibid) writes that, “textbook help as the basis for much of the language input that learners receive and the language practices that occurs in the classroom” (p.251). Sheldon (1988) says that “Textbooks represent not only the visible heart of any ELT program but also play considerable roles for both the student and the teacher when they are being used in ESL/EFL classroom”.

In teaching a target language, the existence of teachers, students and textbook is extremely important for the existence of teaching learning process. For the sake of quality of education that comes with changes and developments of people, the curriculum and teaching materials (students’ English textbook) changed from time to time. According to Alemu (2004), with the coming to the power of the presently ruling government in 1991, polices of language education had totally changed and the student textbook (‘English for Ethiopia series’) was designed depending on the principles of communicative language teaching (CLT). Alemu (ibid) state that, changing and revision continued and in 1996, the Moe published new textbooks, ‘English for Ethiopia series’ to be use in all schools in the country (Ethiopia). These textbooks were prepared according to the insights gained from the principles of the CLT, with the advisory support from the British council. However, students’ English language is not proficient enough as it was expected. Continuing Ministry of Education (Moe) again Published, the currently in use student’s English textbook (English for Ethiopia) in 2011 for secondary and preparatory school. The textbook is believed to encourage and facilitate learners’ communicative skills. Moreover, the English language syllabuses have been revised with the intention of improving the learners’ communicative abilities. The course writers claim that the newly designed English courses are more students oriented and communicative than their predecessors. The writers further explain that the Senior Secondary English Course for Grades 11 is particularly designed to meet the requirements of the syllabus and to prepare the students for entrance into tertiary level institutions. The course employs a text-based integrative approach for English language teaching.

Teaching learning materials designed to foster both teachers and students to extensive programmes of work where the tasks and activities build on each other to create a coherent progression of skills, concepts and language items. Therefore, the present tendency in language teaching is towards teaching language as a communication or use teaching materials as Widdowson (1978) calls it. In order to ensure the teaching of English as a communication, teaching materials like students’ textbook and teachers’ book plays a vital role. Accordingly, the newly in use textbook (Grade 11) has its own teachers guide those direct teachers how to go about. In addition, the activities included in four language skills (Listening, Reading, Writing and reading) work together for the realization of learner’s communicative competence. With regard to Reading activities McDonough and Shaw (1993:169) state that some reading materials have been designed in order for learners to become closely involved with the materials so that they can have more meaningful things to talk about and thereby learn more eagerly and effectively. In relation to this point, Krashen (1982) state that the only way to acquire language is by receiving comprehensive input and the more the learner inputs information, the more likely students will be able to output. This implies that to produce effective language, learners should have gain sufficient and proper input. This could result in good quality education. As Menoz (1999) cited in Hailu (2008) avers that improvement in the quality of education depends to great extent on whether or not relevant and high-quality textbooks and other learning materials can be made available to teachers and students.

There is a good pedagogical implication for teaching reading. The goal of teaching Reading skills is communicative efficiency.

Learners should be able to make themselves understood, using their current proficiency to the fullest. Byrne (1987:9) stresses that ‘...clearly, we have to devote a high proportion of class time to developing oral productive skills. This does not mean others skills are ignored. This is because ‘understanding or listening simply cannot be left to take care of itself’ (Byrne, 1987). To help students develop communicative efficiency in reading, instructors can use a balanced activities approach that combines language input, structured output, and communicative output. This could be realized if the teaching materials are well organized or structured. Therefore, one must consider what students really need to learn and the skills, the Reading activities (tasks) analyzed thereby something will be done to narrow the gap as much as possible.

Statement of the Problem

Reading skills demonstrate the ability to communicate effectively in social and academic situations. In our day-to-day life we use reading skill indirectly if not directly. There are a lot of definitions given for reading by different scholars. For example, according to Kayi (2006), Reading is a crucial part of second or foreign language learning and teaching. Reading is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994). With regard to Reading skills, scholars such as (Nunan, 2003, Harmer, 1984, Brown and Yule, 1983) suggest that the ability to communicate in a second or foreign language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. In spite of the great significance of English in the new social context, English teaching, in many ways, failed to help learners communicate effectively. The reading skill has been gaining ground from the late 1970s onwards and, actually, several communicative competence models have been proposed ever since. One of the most relevant approaches is Communicative language teaching, where interaction is a key element. Nowadays, teachers cannot conceive language teaching without reading practice and/or oral tasks. As a result of this increasing interest in reading, many experts have devoted their efforts to compile and classify a great number of oral activities so that they can be used in class. Despite its importance, for many years, teaching reading has been undervalued and English language teachers have continued to teach just as a reception of drills or memorization of dialogues (McDonough and Shaw, 1993). This indicates that in previous time teaching reading is ignored, but in the new textbook all skills have been began to be taught recently. As mentioned earlier, communicative language teaching is based on real-life situations that require communication. By using this method in ESL/EFL classes, students will have the opportunity of communicating with each other in the target language. As the report in the Moe cited in Mohammed (2009) shows, the new syllabus changes the emphasis from teaching language forms to language use because knowledge of usage is significant, but not adequate in achieving communication.

According to Littlewood (1981), many aspects of language learning can take place only through natural processes, which operate when a person is involved using the language for communication and the learners’ ultimate goal is to communicate with others. Therefore, to master the target language learners’ involvement and participation plays a key role. In the textbook, reading activities have been suggested widely to promote the English language classroom learning because these activities can foster students to be active participants in the target language learning process (Girma, 2003:36). However, as many research findings indicate (Alemu, 2004, Seifu, 2009, Wondwosen, 2008) there are still problems when we come to actual practice of Reading activities. This implies that there are many factors in EFL classroom that hinder the development of communicative language skills that result in the failure in achieving the mastery of the target language. In an educational setting where a foreign language serves as a medium of instruction, as is the case in Ethiopia, the role of reading skill is more significant than in the context where a native language is used. This is because the classroom culture dictates the daily teaching-learning tasks to be achieved largely through interaction. Different students come to the class with especial interests, needs, and attitudes to which a teacher must be responsive. Students in the same class received the same instruction often performs very differently. In relation to this point Marianne (1988) says that the differences come from general learning style, and the amount of time and attentions students give to the materials and methods of teaching that materials also play a role. This shows that directly or indirectly, different factors have an important influence on the language learning process. Thus, it is useful to know what the factors are, because they provide a base for selection of materials and activities. In an attempt to study the effectiveness of the Reading activities (tasks) in promoting students reading proficiency in Ethiopia, there has been limited number of local studies.

One is study conducted by Seifu (2005) on group work activities in English for Ethiopia grade 9 in promoting cooperative learning focusing on Reading skills. According to Seifu (2005), most of the Reading activities in the textbook promote... the cooperative learning though there are no varieties of oral group activities. The second is a study on analysis of the structure of group work writing activities in grade 11 English textbook by Mohammed (2009). According to Mohammed (2009), no pair or group writing activities in the textbook promotes processing group interaction. The third study was conducted by Wondwosen (2008) on an assessment of the oral group work lessons in English for Ethiopia grade 7 in promoting cooperative learning. His finding shows that the oral group lessons in the textbook of grade seven fulfill almost all the criteria of cooperative learning. All the findings are related in one or another way though they are conducted on different text books. In addition, other people have conducted a study on this related issue. For instance, Sisay 1999, Tamene 2000, Tesema 2005, Abdulatif 2011 and Olansa 2011 agreed on factors like related to teachers, students, classroom and instructional materials influence learning Reading skills. However, this study is different from others in that it focuses on analyzing the Reading activities (tasks) designed in a new textbook (Even though the main purpose of this study is to analyze Reading tasks like the studies mentioned above, it is different as it focuses on tasks in new text book introduced in 2011). In addition, the textbook is new and the researcher wants to analyze the Reading tasks from the very beginning. Thus, main purpose of this study is to analyze whether the Reading activities in Grade 11 English textbook promote students Reading skills, using the framework provided by Nunan (1989) which focuses on goals, input, activities, teacher role, learner role and setting.

Objective of the Study

General Objective

The main objective of this study is to analyze to what extent the Reading activities (tasks), suggested in currently in use grade 11 English textbook, are well organized in a way that they could promote students Reading skills.

Specific Objective

The specific objectives of this study are, therefore, to

- investigate the emphasis (weight) given to Reading activities in the textbook and its appropriateness in line with the instructional objectives of the tasks.
- see whether the nature of the Reading activities (tasks) is relevant to developing Reading skills.
- examine if the Reading activities match the time allocated to carry out the Reading activities in each unit of the textbook.
- see the mismatch between how teachers present the tasks and the techniques suggested in the teacher's guide.
- identify problems (if any) in the Reading activities that make the tasks ineffective in promoting students' Reading skills.

Accordingly, the study is aim at addressing the following research questions:

- What is the proportion of Reading activities and its appropriateness in grade 11 English textbook?
- Is the sort of the Reading activities in the textbook appropriate to develop Reading skills?
- Do the Reading tasks (activities) implement within allocated time in each unit of the textbook?
- Do the teachers effectively present the activities according to the teachers' guide?
- What problems make the Reading activities ineffective in promoting students' reading skill?

Significance of the Study

As text books are a source of stimulation and ideas for classroom activities for student practice and communicative interaction (Cunnings worth, 1995:7), they should contain activities which encourage learners' language skills. Then, learners can easily benefit from the designed activities while the learning is going on if the Reading activities are structured in a way that they reflect the sense of good reading proficiency. To see critically if the Reading activities are properly designed, it is possible to get insights and directions on how the activities are organized. Therefore, it is hoped that from the findings of this study, syllabus designers and language teachers may get invaluable information on the designing reading activities focusing on promoting learners reading proficiency. It may also help students to get the right materials to practice their Reading skills.

In addition, it could also help other researchers to make use of these findings as bases or further study in the related area.

Scope of the Study

This research was limited to the analysis of reading activities (tasks) found under the reading sections in the currently in use grade 11 English textbook. The researcher knows that all skills are equally important, but most of the time learners' reading ability improved through the tasks they carried out. This study was conducted only on one high school (i.e., Bule Hora Secondary and Preparatory School) which is located in Bule Hora, Oromia special zonal District. The reason why the writer focused on this grade level was that it was the level where learners prepare themselves for higher education where every teaching –learning process took place through the medium of English. The main reason for focusing only on one school is to see the situation of actual teaching –learning condition of Reading lesson in the classroom and the shortage of time given to complete the study. The main target of the researcher is analyzing reading tasks in the text. Thus, the researcher believed the necessity of assessing whether or not the reading activities in the newly used text book promote the student's reading proficiency.

Limitation of the Study

The researcher believes that it is very tricky to expect and bring such a noticeable change or improvement on students' textbook within a short time. Hence, the researcher strongly believes that the time used for this study tends to be the biggest limitation for the study. There are a number of extraneous factors that hinder the study. Furthermore, it is believed that this study would have been wide-ranging if other institutions had been part of the study. On top of this, the researcher's little knowledge and experience in the area of research in general and material designer in particular, could have impeded the result of this study. Besides to this, the researcher believes that it would be difficult to make generalizations based on the subjects in this study (only 9 students and 2 teachers). However, it needs to be understood that in the school there were only three Sections of grade eleven students and there were only two teachers of English language who were teaching the mentioned grade while this study was carried out. Hence, the researcher believed that the ranked learners from the three sections would suggest more information than the others about the Reading activities set in the new English textbook and both teachers of English were included using comprehensive sampling.

The researcher still believes that the stated number would not be sufficient to make generalizations. However, due to the mentioned reason, this research is delimited to the grade eleventh Reading activities with nine ranked students and the two teachers. The other problem was that, one of the teachers was found to be reluctant to be observed. But the researcher put the maximum effort to convince him and collected the right information that helped to arrive at conclusions.

Research Design and Methods

Research Design

As mentioned earlier, the main purpose of this study is to analyze the Reading activities suggested in currently in use grade 11 English textbook in order to see to what extent the activities could promote students reading proficiency. In order to achieve these objectives, the researcher believes it will be best studied qualitatively for it provides richness of data and mainly found to be relevant and appropriate for the study. Besides, the design of the study will be text analysis, interviews and observational description as observation will be employed on the part of classroom practices of Reading activities. Moreover, in order to maximize the reliability of the study, the researcher adds other two units (3 and 4) of the textbook. Totally, therefore, the Reading activities in five units of the textbook were taken for the analysis (see 2.6, a).

Sampling

The Text Book

The main target of the study was analysis of Reading activities (tasks) currently in use grade 11 English textbook. The book has twelve units. Thus, three units (i.e. unit 5, 6 and 7) of the twelve units available Reading activities in the reading sections of the textbook were taken to be analyzed based on their capacity to promote students' Reading skills in light of designing effective teaching materials.

The grade 11 English textbook was selected for the study because it is the book of the learner that starts preparing themselves for university education where every subject is taught through the medium of English except local language. Therefore, they are expected to have good performance of reading in English. Besides, the researcher believed that the students at this grade level are matured enough to give additional data about the activities (tasks) of the textbook so that it would be possible to collect relevant information from both students and teachers as well.

School

Bule Hora Secondary and Preparatory School is selected purposively because the researcher is familiar to the school and knows the existence of the problem in the school. Besides, it was believed that this familiarity could help the researcher to easily access the relevant data for the study. There were five sections in grade 11 in the school. There was average 79 students per each section and the students were selected from all sections through purposive sampling techniques.

Students

Nine students were selected from all grade 11 population for interviews. From each section, 3 students will be selected who were ranked 1-3 in first semester through the convenient sampling technique. This is assumed that the learners who were learning from the book and assumed to be better than the other were thought to forward sufficient information about Reading activities in new English textbook.

Teachers

There are two English teachers who were assigned for grade 11 in the sample school taken for the study. Both the two available teachers were used as additional sources of the study to obtain supplementary information.

Data Collection Instruments

Textbook Analysis

In order to collect the data for the study, the researcher used text analysis. First of all, the Reading activities in grade 11 English textbook were examined in order to see whether the activities (tasks) could promote the Reading skills. The main data collection was text analysis. Therefore, the Reading activities in each section of (unit 3, 4, 5, 6 and 7) the textbook were evaluated and analyzed by taking in consideration the elements of communicative tasks. In relation to this point, Littlejohn (1998:196) suggests that for internal evaluation, 10%-15% of the material would be the unit of analysis. In addition to this idea, McDonough and Shaw (2003) cited in Gebiaw (2011) recommended that at least two units, preferable more, of a book or a set of materials are considering this, the researcher decided to use the way in which Littlejohn selects the units of analysis.

Observation

Observation was used to see if the activities suggested in the textbook are properly presented in line with the activities of the lesson. This was done in order to collect data on classroom practices for it is the best way of getting information in relation to what actually takes place in the classroom during teaching learning process. This also done to triangulate the information gathered from textbook analysis and interviews. Three classroom observations (three times in each three sections) were conducted to see the actual implementation of Reading activities in the classroom. During the observation time, observation check list was used. The check list consists of eleven items with four major parts (see appendix A) and they are adapted from review of related literature made. The observation was conducted based on the teachers' lesson plan when they teach reading sections. Observations emphasis on what students and teachers did while readingis thought. Both sections were observed three times and the data were gathered using checklists.

Interview

The third data collection tool used in this study was interviews (semi-structured) with both students and teachers. The purpose of interviews with teachers is to see the teachers views about the Reading activities presented in the textbook. This was be made to see if they observed any problem in the activities to compare with the results obtained from text analysis. The aim of interviews with students was to see the students' views about the activities and how the teachers presented the activities.

Sampling Procedure

The sampling methods were purposive and convenient samplings. First, grade 11 English textbook Reading activities designed in each selected units of the text book analyzed and evaluated based on the elements of communicative tasks; to see whether the activities designed and organized promote students' reading proficiency. Then after, classroom observation and the interviews were conducted.

Data Organization

The data collected through the three instruments were analyzed and presented by qualitative descriptive data analysis method. The data that was gathered through open –ended questionnaire of interview as well as data from observation were analyzed in the same way. The data obtained from textbook analyses are put in some form of tabulation for ease of understanding what the activities (tasks) of reading section represent. Data found from classroom observations, teachers and students' interview are attached in the appendix section. Then, their interpretation and discussion are treated alongside the textual analysis.

DATA PRESENTATION AND DISCUSSION

This chapter presents a data from text analysis, classroom observation, teachers and students' responses.

Data from the Textbook Analysis

Reading activities (Tasks)

Grade 11 English textbook has twelve units. Of all these units five of them were selected using selecting technique developed by Littlejohn (1998:196) for the purpose of this study.

Table 1: Distribution of Reading activities in Grade 11 English textbook

Units	Number of readingsection	Number of Reading activities (items)	Periods*
Unit Three	5	17	5
Unit Four	4	10	4
Unit Five	2	7	2
Unit Six	1	1	1
Unit Seven	4	9	4
Total	15	44	15

* Indicates one periods consists of 40-42 minutes.

As it is showed in the above table, there are fifteen items for the topics and consisting forty-four Reading activities (tasks) in the five units of grade 11 English textbook. Regarding the distribution of the reading sections and activities, there is an even distribution. For instance, there is only one reading section and one activity in unit six where as there are 5 reading sections consisting 17 activities in unit three. Similarly, in unit four and seven there are 4 reading sections containing 9 and 10 Reading activities. This implies that the distribution of the reading sections and activities (tasks) under each unit of the text book varies from unit to unit. Hence, the data from this item indicates that the number of the Reading tasks do not match with the allocated time to carry out the suggested Reading activities in each unit of the textbook. In the teachers' guide it is stated that each unit covers approximately 16 periods and consists of about 15 teaching periods and one to two assessment periods. However, distributions of activities are varying in each unit of the textbook. This shows that even if specific time is not given for Reading skills, the time allocated for the tasks under each unit does not seem it has pay considerable attention to the amount of the activities in each unit (3,4,5,6 and 7) of the textbook. This may have an impact on the teaching and practicing the Reading activities (tasks) as expected. Therefore, it is possible to infer that the practice of communicative tasks is not frequently and consistently presented in each unit of the textbook. As a result, learners may lack proportionally equal chances to practice the Reading tasks frequently throughout the reading sections.

Evaluation of the Reading tasks (Activities)

Aspects in Relation to Goals

As McDonough and Shaw (1993) stated internal evaluation is an in-depth investigation into the text in terms of tasks (activities), goals, and so on. The first import feature to be treated in evaluating a communicative task is to see the presence of a key list of objectives (goals) that provide students with an opportunity to determine by themselves where they are going and what they can expect to achieve.

Table 2: The objectives of Reading activities (Tasks) in grade 11 English textbook

No	Unit	The Reading tasks' Goals (objectives) in each unit
1	3	-students are required to develop their reading speed and skill
	4	- identify and practice rhythm patterns - Practicing ways of saying 'no' using polite expression -enabling students to talk in groups
	5	- take part in role-play and discussion
	6	- teaching and learning language using story - identify and practice different kinds of questions
	7	-teaching language through discussing environmental issue - practicing some linguistic items - Identifying expression used for describing causes and effects

Table 2 above indicates that the textbook presents goals (objectives) for the reading sections at the beginning of all units with the intention of these objectives; the students may accomplish what they are expected to do during performing the activities.

On the other hand, not all the objectives of the teaching reading skill are clearly stated in the textbook. For instance, unit six does not have specific objectives for the readingsection. There is no situation or context created that can activate students to interact on the question asked. It simply starts by giving instructions for students what they are going to do. In unit three and six, for example, students are asked to practice pronunciation and to create a story without having appropriate context only by taking some words from the give list (See Appendix C).

Some of the activities seem above the level of the students understanding, for instance identifying rhythm patterns and homophone respectively in unit 4 and seven (see Appendix C).

The absence of appropriateness and lack of clarity could affect the students readingproficiency. During the classroom observation it was observed that the teacher did not briefly introduce the topic for the learners, but he simply started teaching the lesson and tried to encourage the learners to interact with each other. As it has been seen from the analysis, the text book, to some extent has problems of learn ability and conceptuality. Hence, a lot of things are expected to be done both on the part of the teacher and students to exert the creativity and motivation in bringing out the most effective results of teaching and learning. In line with this point, Cunningsworth (1995) states that no textbook will be totally suited to a particular teaching situation, thus, the teacher will have to find his/her own way of using and adapting it as necessary. In other words, when a given readingtask (activity) does not possess clear objective, it does not help learners to generate ideas, how and what to do in practicing the Reading activities or communicative tasks. The way in which some Reading activities designed in unit 4 and 7 are ok. They are participatory activities. However, the activities seem far from learner's experience and look uninteresting. This suggests that the textbook does not fully encourage learners in achieving the target language skills since most of Reading activities do not guide them properly towards a certain goal.

It is stated in the teachers' guide that readingsection presents activities which provide training and practice designed to help the learners to master the objectives of the oral skills section of the syllabus. As the above example indicates, the reading sections of unit six, the students are required to create a story. In here, learners are encouraged to practice a type of communicative tasks which provokes their interests and enable them to use the language in real life situation. In contrast, the goals of oral communicative tasks in this unit seem not clearly stated. The statement "create a story" (see Appendix C) does not explicitly show the extent to which the objective is expected to be carried out in the activity.

In the same way, in the reading sections of unit five and seven students are asked to discuss how to improve tourism and the impact of the climate change in Ethiopia. These activities can drive students to apply their experience from what they have already learned and their views on the given topics. These kinds of tasks can motivate learners to interact with each other because both topics are closely related with their environment so that students have opportunities to practice the target language in real-world situations. Even though such kinds of activities are there, most of the learners not fully interested to practice the tasks. For instance, during the classroom observation, majority of the students were kept silent and waiting for the teacher to talk. This shows that even if there are participatory activities, the learners have problems of reading in English. This might be their educational background, and lack of practicing the language in different situations. In one or another way, the method the teacher is using to teach and organize the students seems not congruent with the teaching-learning process. Therefore, it might be possible to conclude that though the goals of communicative tasks (Reading activities) in the textbook fit the needs and interests of learners, some of the objectives are not clearly stated.

Aspects in Relation to Input

Input is the first stage of language learning. As the major part of the language, input must be motivating and comprehensible.

Table 3: Aspects in relation to inputs of Reading activities (tasks) in Grade 11 English Textbook

No	Unit	The input items of the Reading activities in each unit
	Unit 3	- Choose a topic and speak on it for a short time - Practicing word verbalization - Preparing a report
	Unit 4	- Practicing rhythm patterns in different sentences - identifying and using an expression of saying 'no' in a polite way - Participating in different chain discussions and presenting it
	Unit 5	- Preparing report - Working in role play
	Unit 6	- telling story to the class
	Unit 7	Producing ideas on hot issues - understanding how to say and write some linguistic items (homophones) - stating expressions used for giving reasons

As it is indicated in the table 3 above, an attempt was made, to some extent, to design the contents of Reading activities as inputs in accordance with the objective of the tasks for they are selected based on the students' experience and exposures. As can be seen in this table, tasks and activities in this textbook seem to be quite interesting and tend to be more communicative than that of the old book. However, the contents as input do not give adequate information to the learners. So, the students may not be interested to carry out the activity. This is because of the fact that the students are not provided with sufficient authentic text (materials) in addition to the textbook itself.

In fact, the textbook was designed to some extent, to be more communicative than its predecessors. Even though there are more changes in this text book, it requires revision. For example, reading sections of the text book under unit 5 and 6 are good, but not sufficient (see appendix C). Furthermore, the inputs such as reading on different topics, reporting, discussing questionnaire, storytelling and giving reasons are very good so as to develop students reading ability. However, the activities set in some units of the text book in the above table seem unattractive and mismatch with the learners' interests. For example, practicing some linguistic patterns (see appendix C) might confuse the learners. In another way the inputs such as interviewing people, debate, using resource from news paper, magazines, and so on are not sufficiently provided with in a text book as input in each unit of the textbooks, instead they are given an activity which does not clearly understood by all learners. Therefore, reading section activity is a rather good part for students to practice English.

Besides, topics, are sophisticated enough ranging from personal daily life to social matters, from easy and familiar topics to more complex ones, which helps students enrich experience, awareness of the real society and improve their knowledge of culture.

However, tasks and activities are not various in forms and styles. There are always repetitive activities such as group work and working with partner, (in all units see in Appendixes C) continuously, in the majority of reading sections, which leads students to boredom; whereas role-play with practical and concrete situations, discussion and reporting different issues, which is very interesting communicative activity, does not appear much in the reading sections. This shows that the activities may not give the learners the opportunity to be involved in real communication. Lack of such authentic materials might decrease the encouragement of students there by affecting their engagement in performing the activities.

Moreover, since there are various students with different learning styles or multiple intelligences, not providing the learners with such inauthentic materials would result in depriving such diverse students the opportunity of learning comfortably with their own learning choice. Hence, the input data, which participants task are supposed to comprehend and manipulate in communicative process, should reflect the learners' needs and interests, there by positively encouraging the use of the target language.

This idea therefore, could implies that even though the contents of activities as input are selected on the basis that they are closer to students' experience and exposure, they do not provide as much as needed information. From this, it is possible to infer that contents as input in the activities do not adequately prepare learners for coping with effective oral communication.

Aspects in Relation to Activities

Table 4: The activities in the reading sections of Grade 11 English textbook

No	Unit	Reading activities in each unit
3	Unit 3	- Small group discussions about treating some medical conditions - One minute-talks on different topics - Arranging words according to their pronunciation - Completing dialogue with missing words
	Unit 4	- Practicing patterns of stressed and unstressed syllabus in utterances. - Discussing in groups and preparing short presentation. - Discussion on a given questions about HIV/AIDS
	Unit 5	- Group discussion and presenting an oral report - Practicing a role-play for directing tourism
	Unit6	- Creating a 60 second story using a given word
	Unit 7	- Group discussion on a given issue and its presentation. - Practicing pronouncing and writing homophones - Turn-taking to give reasons

Table 4 above reveals that activities (tasks) in the readingsection in the textbook are appealing and have a propensity to be communicative to some extent. The majority of the activities in each unit are designed to be carried out in groups and small groups that could give more opportunities for students to interact with each other. However, some of the tasks seem far from learners' experiences and interest that may discourage students' motivation. For instance, practicing rhythm patterns and teaching pronunciation (in unit 3 and 4) may become difficult even for understanding the activities for foreign language learners like Ethiopia. During the actual classroom observation and interviews with both teachers and students, this fact is observed and responded. The teacher gives chances for volunteer students to talk on an experience of illness, but everybody kept silent. Similarly, some of the students responded that the activities not as such easy to be understood for majority of us (See Appendix B).

Besides, topics are not interesting enough ranging from personal daily life to social matters, from easy and familiar topics to more complex one, which could encourage students' experience, awareness of the real society and improve their background knowledge. For example, teaching homophone in unit 7 and teaching the letter 'ough' pronunciation in unit 3 and rhythm in unit 4 does not seem teaching from easy to complex. In the close inspection of the text book, it has been examined that the materials incorporated a variety of tasks. Though there are varieties of Reading activities, most of them are not fully designed to foster genuine and meaningful communication by considering Ethiopian students background, experiences and culture.

This might indicate that the author of the textbook lacks detail awareness of the country's students. In fact, the coverage of the Reading activities set in the textbook is acceptable, but it lacks authenticity and not fully communicative. Most of the Reading tasks are teacher directed and do not incorporate a wide range of role-play activities, information gap activities as well as several open-ended questions which allow students to personalize their response, share information, and express their thoughts and experience in the target language. This implies that, the quality of a textbook and learners learning is determined by the availability and distribution of variety of learning activities in the textbook. Thus, reading tasks (activities) are expected to provide meaningful activities that encourage learners' genuine communication and skill development.

Nature of the Reading activities in line with the Objectives

The objectives cited in the introduction of the textbook mostly realized through the tasks included in the book and activities (language elements) designed to get with these objectives. As it has been already mentioned the objectives of the book develop students' communicative ability as a general since the students after this grade level will involve in different higher institutions. Therefore, this textbook has many drawbacks in matching the objectives with students' needs. The nature of the reading tasks mentioned under the reading sections of the textbook reveals that the goals of the tasks, to some extent, considered the needs and interests of the learners. For instance,

Example

Unit 4

B4.3 reading: Discussion – HIV/AIDS issue

Ex.1. (p.115). In the texts you read about a number of HIV/AIDS related issues, some positive examples and some negative. In a small group, discuss these questions.

- a) Why do you think the Kenyan man who had an HIV/AIDS test committed suicide? What could you say to someone in his situation to stop them doing such a thing?
- b) Why is it important for people to have an HIV test to find out if they have the virus or not? How can communities encourage people to be tested?
- c) Can you think of ways in which HIV/AIDS prevention, treatment and support in your area could be improved?

Unit 6

Ex. (p.144) 6.3 reading: create a story

1. Work with a partner. Choose one item from each box
2. Create a 60 second story using these four words.
 - Create the story orally; don't write it.
 - Your teacher will give you a time limit.
 - Make sure your story contains at least two extreme adjectives.
3. Give your story a title

Location	Mood	Characters	Time
Addis Ababa	Happy	Shoeshine boy	Midnight
London	Said	Beggar	Morning
Hawassa	Frightened	Doctor	Afternoon
New York	Angry	Thief	Evening

4. Each of you can take it in turns to tell part of the story.

As stated in literature review, when a text book is selected, its success or failure can only be meaningfully determined during and after its period of classroom use (Cunningsworth, 1995). For effective integrated-skills teaching/learning to occur in language classrooms, students need to be organized in different categories; in pairs, in small groups and in whole class (Atkins, Hailom and Nuru, 1996). In this regard, in the example above students were asked to work in groups and with partners.

As the above example indicates, the reading sections of unit 4 and 6, the students are expected to discuss in a group on the questionnaire about HIV/AIDS and required to create a story respectively. In this case, learners are encouraged to practice a type of communicative activity. These kinds of activities also involve learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate forms. The tasks (activities) are believed to have a sense of completeness, being able to stand alone as communicative act in its own right with a beginning, middle and an end. Whoever, though the objectives of Reading activities in both unit's match learners' needs and interests, it does not look plainly stated. As the author the textbooks stated in the introduction of teacher's guide of "English for Ethiopia Grade 11," he is the advocate of CLT for he says the objective of this book is to develop students' communicative ability (see appendix D), and the activities are communicative in interacting learners. In contrast, the Reading activities (tasks) designed in different units are not seems designed in a way students are freely interact with the language while doing the activities.

Hence, it implies that though the exercises and activities match with the learners' needs and interests, some of the Reading activities are not plainly stated.

The Nature of Reading Activities

Different Reading activities would make different types of demands on learners. They also require different kinds and levels of preparation and support, and different criteria must be used to assess how well students carry out the activities.

Each unit of Grade 11 English for Ethiopia include four sections of "listening and reading, read and explore, write and produce", which are given equally weight in design. The book aims to facilitate the development of language in meaningful contexts which are suited to secondary school students as it is indicated in the teachers' guide. A typical example is Reading activities written in unit 4 and 7, taking part in a role play and participating in discussion on different issues. It requires the students to make a speech on the given topics with the words, phrases and sentence patterns that are likely to be used to offer for students' reference.

In the readingsection of unit five of the textbook, under the title 'improving tourism in Ethiopia' (see Appendix C), learners are assigned to work in a group to decide which item from the list is already in Ethiopia. And also, students are required to discuss ways in which they could be improved and then report to the class. In this activity, each learner's contribution to carry out the activity is vital. If the students perform the activities properly, the activity can promote positive interdependence; the purpose of learner's contribution is directly related to the objective of teaching reading. In this readingactivity, learners focus on sharing ideas and opinion about tourism in Ethiopia and practices readingusing the language. This implies that to some extent the nature of the Reading activities designed in a new English text book is designed in a good manner that gives lots of opportunities for learners to talk more suing foreign language. But to some extent the Reading tasks designed took the writer of the text book may not have good awareness about learner's background and level of understanding. Because some of the Reading activities like creating and retelling story, class discussion (see unit 5 and 6 in Appendix C) and practicing pronunciation and some others tasks are designed without any theoretical guidance. There are only a few real communication tasks contained in the new English textbook.

In addition, there are three pair/group work Reading activities in unit six (see Appendix C); the topic of the unit is 'Fiction'. In the first activity, learners are asked to 'create a story' and this took place by choosing an item from a given list (box), and create a 60- second story, and they are asked to give their story a title, and then each of them is required to practice telling the story they created turn by turn. In the second stage again, learners are asked to re-tell the others' pair story that they hear in the classroom from others' pair. The aim of interaction activity is to enable learners solve their difficulties and to learn from each other. Similarly, in the readingsection of unit seven, the activities (tasks) require students to discuss some of the causes and impacts of the climate change. Then, they are asked to work in groups and encouraged to compile information on the given topic and prepare a verbal summary of their answer to the rest of the class. This task requires learners' interaction in order to know causes and impacts of climate change from different angles. It needs students to talk and produce ideas on a raised issue. Data from the classroom observation and interviews (see Appendix A) shows that learners' interaction in carrying out some activities in pair/group work is very high.

Even though there are pair/group work Reading activities that promote students' Reading skills, there are Reading activities that might have little role in encouraging students' Reading skills. For example, in unit six of the reading section, there is a work with a partner in which learners are asked to create a story, giving it a title, then telling that story, and each pair asked again to retell the others story. Within a short time given in one period to complete this activity might be difficult for this level learner. This implies that the designed Reading activities in the new English textbook seems not go well together with the level of students understanding and the time given for practicing the activity is limit that might minimize learners' opportunities of Reading skills. Therefore, one can infer that the Reading activities in the new textbook are incomprehensible and the insufficiency of time could be factors for the students' poor English reading.

Data from the Classroom Observation

As mentioned in chapter three, nine classroom observations (three times in each three sections) were conducted in Bule Hora Secondary and preparatory school) particularly grade 11th was selected for the study. This sub-part presents situations of the classroom observed focusing on the presentation of the lessons, teachers and students' roles during the lessons, the adequacy of time, objective of teaching reading in the textbook and conditions of the classroom.

Observation with Grade 11th Section A

It was held at Bule Hora secondary and preparatory school. This section was observed three times with the same teacher while he teaches different Reading lessons on different days this is done because to see the consistence of the teaching/learning process of Reading activities.

Description of the lesson

During the first observation of this section (11thA), the teacher directly began the new lesson by writing the topic found on page 65 of the English text book on the blackboard (See Appendix C), without giving any revision on what he taught in the previous period. Then the teacher told the learners to take out their textbook page 65 and informed them the topic is concerned with a short talk and you are required to select any topics. Then, he ordered them to discuss in a group. He somewhat tries to introduce the reading topics before students start a discussion. Then after, the students go on the discussion for about 15 minutes. There were some learners doing the activity in group of three, pairs and also few of them alone. While the learners were discussing on the given point, the teacher was walking between the learners and tried to draw the students' attention to the text's title and support students in their discussion. The teacher frequently asked the learners if they finished the discussion, and harried them to complete the activity. After about 15-20 minutes were went, the teacher asked for volunteer students who wants to present their answer to the whole class. However, there is no one who becomes volunteer to presenter, everybody kept silent. Besides, some students were seen copying notes of other subjects, laughing and talking to each other by their mother tongue. On the other hand, some students seem interested with the activity and practice actively in the first and third observation period (See Appendix A).

The teacher randomly asked one student from the group found at the front seats to present the answer of the discussion made in his group standing in front of the whole class. Then the student come at the front and present his point with full of inhabitation. Seven other students from different groups but afraid to come to the front and present their ideas standing the place where they are sitting. Even though the teacher seems very interested to involve learners, there were no other volunteer students to participate in presentation. The teacher also simply encourages learners to talk without giving any corrections for the presenters. The time was almost over. Before, he left the class, the teacher ordered learners to do the remaining reading activity as homework, and finally, he left the room.

Within the same section during the second observation the teacher again tries to explain the reading topic before students fully start learning, but he did not do this in the third observation of this section. It was seen that in both second and third observant the teacher did not draws the students' attention to the text's title, sub-title and/or other visual supports in the text for predicting the content of the reading sections before teaching the lesson. The topics taught during second and third observation were 'a one-minute talk' and 'discussion HIV/AIDS' respectively. Every time in all observed sections students are required to work in groups. It is in fact, difficult for teacher to manage such large number of students in a class. The teacher was in a hurry to see what each group had tried to discuss.

Nevertheless, a considerable number of groups were left without being offered help. For instance, on the discussion topic 'HIV/AIDS' observed (third observation see Appendix A) the learners seem eager to discuss, but he could not offer help to some groups. As the number of the students was large, it was hard for him to work with each member of the groups.

In addition, as it could be imagined, the task might not have been successfully accomplished and thus the learners may not have benefited from it to get the skills in practicing the activities, because, in this section through out the observation time, it was observed that the teacher did not gives the students the purpose of the language use. This idea confirmed with the student's response during interview (see appendix B). Only in the third observation of this section the teacher tries to summarize the lesson of the day but in both the first and second observation the teacher did not give any corrections for students' response and he finalize his lesson by giving homework.

Teachers' Role

It is believed that the role of the teacher was a facilitator in the students' effort to practice the activities (Reading tasks). As noticed from the description of the lesson, though the teacher seems a facilitator in the teaching process, he did not properly assist the learners in accomplishing the Reading activities. Moreover, during the classroom observation in teacher was seen to some extent encouraging the students to speak on a given discussion point. More of the time was taken by the teacher talking. He could not explain well the purpose of the language use and not activate learners towards the lesson. This shows that still there is a problem of implementing communicative tasks in light of communicative language teaching principles.

Learners' Role

Reading activities or tasks given in the English text book provide a rich of source of alternatives for students to practice the reading skill. As it is mentioned in description of the lesson, more of the activities are carried out through group work. The instruction sound redundant and may cause confusion and boredom. Even though the students were not given specific role and in which group to be assigned, learners were trying to form a group of three, pair and some others remain alone. Students were not given chances to identify the causes of their effectiveness or failure of the discussion, and to give feedback on the activity took place in the classroom. It was also observed that learners in all observation times of this section feel ashamed about what they are trying to say in English in the classroom: worried about making mistakes, fearful of criticism that their speech attracts. Even if there are lots of chances are there for learners (see Appendix C) to practice Reading activities, it was observed that majority of learners lack interests with the activities. This point confirmed with the responses of both teachers and some students. Thus, the researcher felt that the lesson (Reading activities) develops participative Reading tasks, but its implementation and some activities have some difficulties of being understandable by the level of learners. In point of fact, the activities given as home work during the first and second round observations could play a vital role in enhancing learners' reading skill. However, there was great doubt that learners could not form the group by themselves and cooperate to accomplish the activity, because the activities are supposed to be done outside of the class room with the absence of teacher. This was also confirmed with teachers' response made during interview as they reproved that most of such type of activities were only done by two three students in a classroom. This indicates that the Reading activities are not well performed by all students that can encourage their communicative skills.

Time

Based on the students' poor background knowledge and lack of past experience, learners are expected to have more time to practice reading English. As it was explained in text analysis (see 4.1.1) a time given for teaching and practicing reading skill is limited and it is not sufficient to carry out the Reading tasks set in the new English textbook properly. That is why some of the students reported that there is no enough time to practice reading skill very well and to take a correction from teacher on our performance. One of the students says that "as you have seen during the observation, because of large number of our students, the opportunity to practice reading skill considering fluency and accuracy is very low. From this one can conclude that the time given for practicing Reading activities and number of students in the class room affect the students' English communicative skills.

Objective Stated in the textbook

Without having or informing the learners the objectives of the lesson, the teaching, learning process leads to problem. In this section, it was observed that the teacher does not attempted to inform learners the objectives of the lesson in all round observation. In fact, there are some objectives at each beginning of unit. It was stated in the teachers' guide the objectives of reading sections are designed to develop the students' skills to communicate effectively in different situations. However, in the student's English textbook, they are not clearly stated in some units (for instance see unit 3 and 5 in Appendix C). On the side of the teacher, he simply let students to make a group and discuss on the given issue that might play a great role to help learners practice reading skill improving their English ability. Thus, the absence of clear objective in the new textbook and the teacher implementation has big influences on achieving the Reading activities goals and on learners English reading skill.

Condition of the Classroom

The classroom was crowded by large number of students; it was not neat and attractive to learn in it. The classroom was arranged for about seventy-six students in this section. It was difficult to organize students in suitable way for classroom interaction. The majority of the learners were sitting by three on their own chair with common writing table, but some students are sitting on a movable chair and desks in the same section. There are four rows and, in each row, there were seven desks. There was not enough space to arrange desks for conductive and real-life discussion. During the discussion was ongoing some of the learners chatting with each other and laugh on an issue different from discussion point. This implies that the classroom physical condition is not suitable for teaching the Reading activities in various ways and difficult for the teacher to manage the whole classroom learners.

Results of the interviewees' Responses

In this section of the paper, an attempt has been made to analyze the data gathered through interviewing. Two English teachers who were available to teach grade 11th were interviewed to suggest how the Reading activities designed in a new text book were implemented during English lesson, and students who have been attending grade eleven at Bule Hora Secondary and Preparatory School were also interviewed.

Results of Teachers' interview

The teachers were asked how you help students to practice the Reading activities in each unit. In response with this question, one of the teachers said the activities are a little bit challenging; anyhow, I clarify the topic for learners repeatedly. Even some time he said I translate it to their native language. The other teacher reported that he introduces the topics of the lesson for the learners and group the learners according to the material and help them to participate. The second question that the teachers were asked was "Do the Reading activities in the new English textbook help students to personalize with their real life". As to this question, both teachers responded that the activities are not effective enough so as to help learners in the real world. One of the teachers said the book was new for us as well as for the students, so it is difficult to make it effective even for the teacher. The next questions raised were about components of communicative tasks in the reading sections and their appropriateness to teach reading. As a response to these questions, all the interviews agreed that the text book included the components of communicative tasks; however, they are not appropriate enough for teaching reading skill in a communicative way (see Appendix B). Both of them reported that the activities are not that much interesting, students were sometimes confused with some tasks and it is beyond the level of our students understanding. The task not prepared for country like Ethiopia where English is not spoken among the society. The interviewees were asked whether the reading sections have balanced activities (fluency and accuracy) and whether it incorporates group work, pair work and individual works. One of the respondents said there were balanced activities which can develop learners' fluency and accuracy, but this done only when students understood and worked out the activities. The other respondent contrast to this said, they are not properly balanced. It jumps from one task to the other without giving enough explanation on the lesson. However, both of them agreed that the textbook included activities that can be performed through group, pair and individual works. For the question how do the teachers' guide help you in teaching the Reading lesson, both respondents reported that the teacher guide does not give clear guidance for the teacher himself. Some activities and tasks are even vague for the teacher. There is no clear methodology how to teach that activities -

and we have no training on this new book. We got the book and we start teaching. Therefore, the teachers guide as well as the textbook needs revision, they said. The other questions were about the time given for teaching Reading lesson and the classroom situation. In response to these questions, two of the teachers said the time assigned for teaching reading skill is not sufficient, and the classroom is not conducive to make the activity participatory because of large numbers of students in the class. More of the student responses, and classroom observation confirmed with this point and other teachers' responses. The researcher interviewed the teachers whether the material designed for the Reading lesson was authentic. The responses of both teachers were similar. The activities are partially authentic. One of the respondents said that it is not based on the students' needs and interests. For one thing, this book is not prepared and printed by Ethiopian. The authors and printing press were other country. Therefore, some of the activities are not well experienced and well known in the country's society. That is why may be the tasks become difficult for the learners. So, it lacks authenticity. Finally, the interviewees were asked what problem they faced during teaching the Reading lesson and what solution do they suggest. Both teachers again reported similar ideas. They said they have faced many problems in their teaching English classroom. They responded that learners could not understand the tasks and they stay passive. They also said the activities are still illusion for them. Majority of students do not participate in performing Reading activities. They suggested that it is better if the textbook is redesigned and prepared by Ethiopian language experts in Ethiopia. If it were designed in students' society culture and experience, learners could understand better. Therefore, ministry of education and other concerned body should give attention for the Reading activities in current English text book. This indicates that shortage of time, large numbers of students, frustration, unfamiliarity, poor English background, difficulty level, in authenticity, lack of interest and shortage of words to express their ideas are big factors that hinder students to cope with the Reading activities in the new English textbook.

Result of Students' Interview

In order to consolidate the results obtained from the teachers' interview, the students were selected for interview. As mentioned in chapter three (see 3.3.3), the researcher interviewed the students in Afan Oromo in order to avoid the shortage of information because of English language difficulties, and their responses were summarized as follows.

The first question raised for the interviewee is "In which skill of English are you interested learning more? Why?" For this question, majority of the students said that they like learning the reading skill, the reasons they reported why like this skill is similar. They said that they want to develop the ability and experiences of reading in various situations. The rest respondents said that they like learning writing and listening skill, because they want to know new information to write their ideas. Only one respondent said he like learning reading skill, for the reason he wants to know something written by different people.

The other question the students were asked was "Does the teacher activate the students when she/he starts teaching Reading lesson?" The responses of the majority students were similar. They reported the teacher motivate and arose students interests before he starts teaching the lesson. However, this idea does not confirm with the classroom observation (See Appendix A). On the other hand, three of the respondents said the teacher did not motivate students always, he simply writes the topic on the blackboard and continue his teaching.

The researcher asked the interviewees whether the Reading activities in the new English textbook are interesting and familiar with their culture and experiences that enable them to use language in different situations, and to know whether they are understandable or not. In response to these questions, six of the interviewees said that the activities are interesting and it could enable us to use the language in various ways. The rest of them reported that the activities of reading are not interesting and unfamiliar with their societies' culture and expenses. It is difficult to understand and work out the activities. This response confirmed with the textbook analysis, classroom observation and the teachers' response.

In contrast to what has been said above, four of the respondents suggested that the activities may not have a problem, but the problem is with the teacher who teach the lesson as well as the students who perform the tasks. If the teacher taught the activities very well and if learners eagerly perform the activities, it could be easily understood. On the other hand, other respondents said the text book Reading activities are not clearly designed (see Appendix B) so as to develop learners reading skill, it does not explicitly explain about those tasks, it directly goes to an activity and ask a question.

The other questions the researcher rose were “Do the Reading activities in the reading sections help learners’ to develop their communicative skill and does it improve their reading fluency and accuracy?” In response to these questions, the respondents said that the activities do not that match help learners to develop their communicative skill, the activities are not clear and not interesting. It does not briefly explain about the question or the topic. On contrast to these respondents, three students said that the activities are ok to develop our communicative skill if the teacher and the students work cooperatively. One of the respondents said the activities are good in developing students’ communicative skill because more of the Reading tasks were designed to be done together with other learners. On the other hand, five of the respondents said that the Reading activities have some problems on behalf of helping learners’ language fluency and accuracy skill. For one thing, there is short or no more explanation on more of the tasks, some of the time the teacher and students did not complete the designed Reading activities. In contrast to this idea, one of the respondents reported that the activities could help learners to speak with good pronunciation and good grammatical; this point did not confirm with the description of the lesson and with classroom observation.

The next questions the researcher asked the interviewee were whether the time given to practice the reading skill and appropriateness of their classroom. In response to these questions, five of the learners reported that the time allocated for teaching and practicing the reading skill is not sufficient. They said the activities are many but the time is too short. This confirmed with the teacher responses (see appendix C). The time for discussion, presentation, and taking correction is totally in sufficient. One of the respondents said that some time we were given a topic of discuss on it, but when we were ready to present or to talk on those ideas, majority of us do not get a chance, the time will up, and we leave it. In the second period, no one rose about that issue, we start another lesson, and therefore, there is scarcity of time to complete the Reading activities. However, other respondents said that the time allocated was enough to some extent if properly used. Concerned with the classroom suitability almost all of them agreed that the classroom was not conducive to practice the Reading tasks because of the presences of large numbers of students in the class. This also confirmed with the teacher’s response. Two of the respondents said that the classroom students sitting arrangement is not convenient to work in different groups more than three students.

Finally, the other question the researcher raised were if the students had encountered with any problems while learning and working the Reading activities and what do they suggest as a solution to the problems. In response to these questions, all of the interviewees said that there were some problems while learning and completing the Reading activities in the new English textbook. Some of the problems that they raised are listed as follow:

- The activities are not clear and not easily understandable;
- Some students were demotivated to participate actively when they learned and work out the Reading tasks because of their poor background knowledge of English;
- Some of the activities are ambiguous. They might not be designed for our country students’ level of understanding;
- There was time constraint that mismatch with the large numbers of students in the classroom. As a result, they might not participate actively in performing the tasks in the class;
- Because of shortage of words and poor pronunciation, majority of them afraid of each other to speak in front of the class;
- Some topics are not familiar and far from their society culture and experience. And this might, confuse learners not to have a good motivation in practicing the reading skill.

As solutions to the problems mentioned above, the interviewees suggested that:

- The Reading activities should be designed in away it could match with the student’s level of understanding;
- Practicing the reading skill in different situations, ignoring worrying about others and working hard may lead the students to better English speaker.
- The concerned body should give a considerable attention to the Reading activities set in the new English text book, time allocated for the Reading lesson, and numbers of students in the classroom;
- The ministry of education and the syllabus designers should recheck for the activities whether the textbook activities (Reading skill) fit the Ethiopian learners’ need and interest;
- The teacher should be given a training and exposure so as to teach text book properly.

CHAPTER FIVE - Conclusions and Recommendations

This chapter deals with the conclusions drawn from the findings of the study. It also presents possible recommendations forwarded by the researcher based on the conclusions.

Conclusions

On the basis of the results obtained from the textbook analysis, the classroom

Observations and interviews the following conclusion could be drawn:

- The content analysis of the Reading lessons implies that the Reading texts and activities are in line with the current ELT literature on reading materials and teaching methods. They appear to have been designed within the framework of communicative language teaching. However, as to the result obtained from interviews and classroom observation, the topics are not familiar with the students' society culture and experience. This may indicate that the textbook not designed considering the students' background, needs and interests.
- Students were not encouraged to explore their past experience to predict what they are going to speak.
- As most of the activities done in pairs/groups and most of students didn't get the opportunity to report the result of their discussion to the whole class because of their large number in the class.
- Almost all the Reading text activities are designed topic related in order to make the students more familiar to the unit content and language elements introduced in the other sections. As they are specially constructed formal and academic texts they help the learners exploit various academic functions of the language. However, they were found to be ambiguous for learners and beyond their level of understanding.
- Reading activities are not frequently presented in each unit of the textbook. The distribution varies from unit to unit in the textbook. Therefore, the unequal distribution of the activities might inhibit the practice of frequent reading performance of the learners.
- The time allocated to practicing the Reading activities do not match the numbers of Reading activities provided in the textbook. Thus, learners do not get adequate time to carry out these activities. Data from textbook analysis, classroom observations and interviews shows that the Reading activities are not properly practiced in the classroom because of time constraints. This might suggest that students do not get the opportunity to practice the reading skill in developing their reading skill.
- Students found it difficult to cope up with unfamiliar topics and unknown contexts of the Reading texts.
- The majority of the Reading tasks do not have enough explanations; simply it goes to asking questions. This might hinder learners from understanding the topic as well as confuse them in performing the activities.
- The textbook and the teachers' guide do not have clear and specific procedures which encourage and guide the teachers and students to perform the Reading activities in line with communicative skills.
- Most of the students do not have interests with the activities and teachers were also not satisfied with the activities. This is due to lack of exposure with the new textbook.

If reading skill is to be successful, teachers need to be properly given training on the new textbook. They also need practical knowledge with examples. It is not enough to simply give teachers a textbook. Otherwise, they will continue to use what they see as reasonably successful in their own classroom without understanding what communicative tasks can do for their students. Therefore, teachers and students should give a due attention to the Reading activities so as to make it more communicative and meaningful.

Recommendations

Based on the above conclusions, the following recommendations have been made.

- First and foremost, in the process of EFL teaching, it feels necessary that class room learning should be supported by effective materials consisting helpful activities. Hence, students should be encouraged and motivated in completing the tasks and participate eagerly in doing the tasks. In this regard, it is essential that teachers and the school should create awareness about the role of student activity practices to make learners aware of the role of the Reading activities on learners EFL skills improvement.
- Textbook developers should consider incorporating the components of communicative tasks. Due emphasis should also be given for encouraging and guiding teachers as well as learners how to teach and perform the Reading lessons.

- Syllabus designers and concerned body should allocate adequate time for the Reading activities with equal distribution of activities. This would help both teachers and learners to carry out the Reading lesson properly. Thus, teacher might see each individual work and learners also get opportunity to practice the skill.
- The textbook developers should include activities that are familiar with students' culture and experiences that can motivate learners to easily generate ideas for practicing effective reading skill.
- What is more important is, the school community should also full fill the necessary preconditions for student reading activity programmes to be effectively practiced in the in the school as well as outside the school.
- In addition, the Ministry of Education should make efforts to amend the effectiveness of the provided material (textbook) and teachers' guide on language teaching methodology so that this may improve the way of teaching and learning Reading skills in the new textbook.
- Further research should be done on the effectiveness of the Reading activities in promoting students' communicative skills in Ethiopian context.

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