

An assessment of the reading materials of class 9 & 10

English for Today

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Abstract

In Bangladesh English is taught and learned as a second language. "*English for Today*" is the first source of academic learning of English. Bengali medium students are very much familiar with this textbook from their primary level of education up to higher secondary level. Though the students are familiar with the textbook they fail to develop their four skills properly. It is because of some flaws in the textbook and the educational system in our country. The objective of this study is to assess the reading materials (reading passages and reading tasks) of the textbook *English for Today* of class 9 and 10. It attempts to analyze the reading materials and tries to find out the flaws and strengths of the materials. The research also seeks to assess the effectiveness of the reading materials by analyzing the perspectives of the teachers through questionnaire survey.

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An assessment of the reading materials of class 9 & 10 *English for Today*

Chapter 1: Introduction

Materials play an important role in language teaching situations. Without materials, teaching and learning cannot be effective because materials trigger up learning and teaching. In our context English is the second language and students are not accustomed to use English in their day to day life. In case of teaching English, materials are very important because the students get their first knowledge of English from the materials. By materials I mean the NCTB (National Curriculum and Textbook Board) textbooks. The textbooks are designed following the communicative approach and according to this approach all four skills of English language (reading, writing, listening and speaking) get equal importance. The purpose of designing materials in *English for Today* is to focus all the four skills of English language. If we look at the book map of the textbook, we will find majority of lessons where reading skill is focused. In this paper I want to assess the reading materials (reading passages and reading tasks) of the *English for Today* of class 9 & 10.

1.1 Reading as an important language skill

Reading is one of most important language skills. Jo McDonough and Christopher Shaw in their book *Materials and Methods in ELT* (2004) state “Reading is the most important foreign language skill”. It is because when we are exposed to any foreign language, the first skill we learn is the reading skill. To learn a foreign language one has

to read the materials of that language and when one develops the reading skill, other skills like writing, listening and speaking will develop gradually. For this reason reading is regarded as the most essential language skill.

1.2 Problem defined

If we look at the textbook of class 9 & 10 we find a book map at the very beginning of the book it mentions skills covered in each lesson. In most lessons the reading skill is focused along with the other skills. But it is a matter of great concern that even after completing the secondary education our students cannot show necessary reading skill. It is due to some flaws in the textbook and the teaching-learning situation in Bangladesh. Very few materials in the textbook focus only on the reading skill. The reading skill is integrated with other skills but not given any particular focus. For this reason the learners cannot develop their reading skill.

1.3 Research Question

The aim of this research is to find out answers to the following questions:

- Are the reading texts and reading tasks appropriate for the students' level?
- Do the reading passages and reading tasks encourage the learners to think critically as well as creatively?
- Do the passages focus on a specific culture or are they a mixture of different cultures?
- Is there enough pre-reading, while reading and post reading tasks in the textbook?

1.4 Significance of the study

Now a days learning English becomes the issue of utmost importance. Before a decade or two people learnt English for their own interest but in today's world learning English is a must. Without learning English people cannot get a better job because everywhere people proficient in English get the first priority. It is very much obvious as English is the international language is this age of globalization. So to connect with the world, people have to learn English. In our country Bangladesh the governments as well as the citizens are now very conscious about the importance of learning English. For this reason the NCTB (National Curriculum and Textbook Board) designs English textbooks focusing on all the four language skills. Though the textbooks claim that the materials are communicative, it is necessary to find out to what degree the materials are communicative. This study is significant because by assessing the reading materials (reading comprehensions and reading tasks) we can find out the strengths and weaknesses of the materials. If there is any problem with the reading materials then we can suggest some possible solutions.

1.5 Objective of the study

Evaluation or assessment is a tool of assessing something for a specific purpose. The objective of this study is to assess the appropriateness of the reading materials of *English for Today* of class 9 & 10. It will be helpful for the teachers to know the strengths and weaknesses of the reading materials.

1.6 Methodology

The research methods employed for this study are:

- Teacher's questionnaire survey
- A checklist for the researchers for his/her own evaluation and
- Library and internet research to study the theoretical development in the English language reading skills

1.7 Limitations of the study

The research being a part of the academic requirement of an undergraduate degree in English, had time constraints. Due to some unavoidable situations like summer vacation and the Ramadan vacation most of the schools remained closed and for this reason also the researcher had to limit the survey to few selected teachers from different schools of Dhaka city. The research findings would have been more representative if few more teachers could be included in the survey.

Chapter 2: Literature Review

2.1 Necessity of evaluating texts and Criteria for evaluating text

In *Materials and Methods in ELT* (2003), McDonough and Shaw talk about the necessity of evaluation. According to them evaluation of a material is really important because choice of an inappropriate material can waste both time and money (p. 60). Christine Nuttall in *Teaching Reading Skills in a Foreign Language* (2000) states that teachers need to evaluate the texts for 'reading development' (p. 170). Nuttall points out three main criteria for evaluating a text. They are:

1. Suitability of the content
2. Exploitability
3. Readability

1. Suitability of the content: This criterion determines whether the reading text arouses interest among the readers or not; whether the reading materials are appropriate for the readers current level or not; whether the topics of the materials create interest among the learners or not. These are the aspects which are determined by the criteria suitability of the content.

2. Exploitability: This criterion determines whether the reading texts give the learners the scope to exploit it. When readers exploit a text, they use it for developing their reading skill. If a text arouses interest among the readers it does not give them the scope

to exploit it, then it is of no use in teaching it. By exploiting a text the readers are able to extract the content from the text and then express it in their own language.

3. Readability: This criterion is used to determine whether the reading texts are appropriate for the learners' level on the basis of structural and lexical difficulty. There are some reading texts which seem very easy to some readers and at the same time they are really difficult to the other readers. This criterion works when this type of situation arises. The teachers are asked to select a text on the basis of the learners' level that means the structures and vocabulary items the learners are familiar with should be in the reading text and only then the material will be readable to them. Otherwise they keep on searching the vocabulary item on the dictionary and they will stuck when they face unfamiliar structures.

(p. 170-174)

2.2 Definition of Reading

According to *Longman Dictionary of Applied Linguistics* (1987) by Jack Richards, John Platt and Heidi Weber 'Reading' is a way of perceiving a written text with a view to comprehending its subject matter (p. 238). By this definition the authors distinguish reading as a method of understanding a written text.

Vivian Cook in his book *Second Language Learning and Language Teaching* (1996) gives a vivid definition of 'Reading'. Vivian Cook distinguishes reading as a "cognitive process" (p. 71). He refers to reading as a cognitive process because learners acquire this skill through their understanding and perception. He further clarifies his statement by

saying that reading is such a skill which must have a context and none can acquire the skill of reading without any context.

David Nunan in his edited book *Practical English Language Teaching* (2003) includes different chapters written by various scholars where all the four skills of English language teaching are explored.

Neil Anderson explains the types, approaches and also the strategies to teach reading in classroom in chapter 4: Reading of the above book. According to him reading is a 'fluent process' and the main aim of reading is to comprehend the meaning from the context. In the process of reading readers actually fuse the knowledge which they get by reading the text and the background knowledge which they already have on that particular text (Anderson, p. 68). The readers combine the knowledge in order to get the whole understanding of the reading text which is the ultimate goal of reading.

Neil Anderson further clarifies the whole concept of reading by giving the most exact definition of it. While giving the definition he mentions four things which combine the total idea of reading. In his word "The text, the reader, fluency and strategies combined together define the act of reading" (Anderson, p. 68). To define reading the author uses two types of reading: one 'Strategic reading' which means using strategies while reading to achieve the goal of comprehension and another 'Fluent reading' which means reading at a certain speed to understand the text. A good reader always maintains these two skills of reading while encountering a reading text. S/he uses his/her background knowledge to

understand the meaning of text. For this reason Neil Anderson points out the above four things while providing the definition of reading because these are the facts which combine the whole process of reading.

Neil Anderson also points out two aspects of teaching reading. First aspect of teaching reading represents the learners who learn reading for the first in their life and the second aspect signifies teaching reading to those learners who already achieved proficiency in reading skill in their first language (Anderson, p. 68). While teaching reading the teacher has to consider these two aspects because in these two cases the teaching reading is totally different and the material are also varied in these two teaching situations.

2.2.1 Reading is an important skill

Reading is one of the most important skills in language teaching and Neil Anderson discusses the reason behind reading as a very essential skill for the ESL (English as a second language) learners. According to him reading is an important skill to learn because through learning reading one can achieve success in learning English and it will also help them to cope up with other contexts where English language reading proficiency is required (Anderson, p. 69).

2.2.2 Reasons for reading

People read not only because of academic reasons but also sometimes they read for their own enjoyment. McDonough and Shaw state “The essential purpose of all reading generally is to get new information and/or for pleasure, not to go over what is

known already or what is inconsequential to the readers in the first place” (p. 91-92). By this statement the authors talk about the main intention behind reading. The readers always read either for some information or pleasure and they only read those things which seem interesting to them.

In *The Practice of English Language Teaching* (2003) Jeremy Harmer classifies the reason of reading in two categories:

- a. Instrumental
- b. Pleasurable

(p. 200)

When people read for gaining a certain goal then it is defined as the instrumental reason for reading by Jeremy Harmer. For example, a person reads a train ticket for knowing the details of the train schedule. There is a specific reason behind the person's reading the ticket and it is instrumental reason of reading.

Beside this reason people read for pleasure and enjoyment. For instance, when a person reads a magazine or a novel then he reads for pleasure. It is the pleasurable reason of reading.

Williams (1984) mentions three reasons for reading:

- a. general information
- b. specific information
- c. pleasure

(As cited in McDonough & Shaw, 2003, p. 90)

Rivers and Temperley talk about different reasons when the students need to read. The situations when the students need to read are:

1. to get information for some specific purpose
2. to follow instruction for performing a task
3. to keep in touch with friends and family through e-mails or go through business letters
4. to know when and where something will take place or what is available
5. to know what is happening or what has happened
6. for enjoyment

(As cited in McDonough & Shaw, 2003, p. 90)

After the above discussion on the purpose of reading it is assumed that people not only read for academic purposes but also they read for various reasons.

2.2.3 Different skills developed through reading

While reading a person can develop many skills and for instance when a person reads a novel or a poem he or she develops different skills and when they read a review of a movie then they develop other skills. Harmer in *The Practice of English Language Teaching* (2003) discusses different skills developed through reading. The skills are:

- **Identifying the topic:** According to the author an effective reader can identify the topic of a text very quickly and they do it using their schemata or their background knowledge.

- **Predicting and guessing:** Efficient readers always try to predict things and keep on guessing because in many of the reading materials the writers keep the real story hidden till the end of the text and in this cases the readers use their prediction and guessing power to understand the text.
- **Reading for general understanding:** Efficient readers are able to read 'a stream of discourse' and understand the gist of it (p. 202). They do not stop for every details of a text rather they try to understand the general meaning of a text. This skill is good when the readers are asked to do a task on the basis of their general understanding of a text but not all the cases it is helpful because in some cases detailed understanding is very crucial.
- **Reading for specific information:** Sometimes readers in to go through a text only for a particular information. This skill is very important because in many situations the readers may need to go thorough a text for specific information and if those situations they keep on reading for detailed understanding then they might not be able to find the specific information.
- **Reading for detailed information:** Sometimes readers have to read a text for detail information. For instance to understand a recipe a reader cannot go through the recipe and extract the gist of it. The reader has to read every single detail of the recipe and only then he or she will be able to understand that.
- **Interpreting text:** A reader is able to interpret a text the way he or she wants to interpret it. The writers not always imply all the meaning in the text; it is the reader who extracts the inner meaning of the text and interprets accordingly.

2.3 Different types of reading

- **Silent reading and Oral reading:** According to *Longman Dictionary of Applied Linguistics* (1987) Silent reading is a kind of reading where the learners are supposed to read silently; on the contrary oral reading refers to the types of reading where the learners read aloud (p. 238). In *Practical English Language Teaching* (2003) chapter four "Reading" Neil Anderson talks about these two kinds of reading and he takes his position for silent reading. He thinks that reading is a silent process and in an ELT classroom teachers should focus on the 'silent nature' of reading. He also gives a solid reason for supporting silent reading. He states "Since comprehension is the goal of reading, your primary focus should be on getting meaning from print. Make silent reading the goal in your classroom instead of using oral reading" (Anderson, p. 69). According to him as the main goal of reading is comprehension, so silent reading is best suited for this goal. H. Douglas Brown in his book *Teaching by Principles: An Interactive Approach to Language Pedagogy* (1994) states silent reading is applicable for the beginners because they do not have enough exposure to the language (p. 308). Brown also talks about the oral reading and some of its advantages and disadvantages. According to him oral reading is useful for the beginners and the intermediate level learners for the following reasons:

- ❖ It is an evaluative check for bottom-up approach
- ❖ Teachers can check pronunciation

The disadvantages are:

- ❖ It is not an authentic activity
- ❖ Students can lose their attention while others are engaged in reading orally

- ❖ It is a mere recitation activity

(p. 312)

After the above discussion on silent reading and oral reading it is found that oral reading is effective for the beginners because they need to be corrected when they pronounce a word in a wrong way and they also do not know the meaning of the unfamiliar words. By reading orally the teacher can make them correct and tell them the meaning of the words. On the other hand advanced learners read silently to comprehend the text effectively because they have good command on the language.

- **Skimming and Scanning:** These are another two types of reading. Skimming and scanning are basically speed reading. A reader does not always read in a same speed. Reading speed for reading a novel is totally different from reading a news paper because here the purpose of reading is not the similar. Skimming is a kind of fast reading where readers read for getting the whole idea of the text. Tricia Hedge in *Teaching and learning in the language classroom* (2011) provides a definition of skimming and that is “Skimming uses largely top-down processes to get at the general dimensions of a text” (Hedge, 2011, p. 195). On the contrary when readers read for getting specific information then it is called scanning. Jeremy Harmer in his book *How to Teach Reading* (1998) states “Whether readers scan or skim depends on what kind of text they are reading and what they want to get out of it” (Harmer, 1998, p. 69). By this statement the author implies it is not enough for the readers to know the concept of these two types of fast reading but they need to choose the type of reading on the basis of their purpose of reading.

- **Extensive reading:** In *Learning Teaching: A Guidebook for English Language Teachers* (1994) Jim Scrivener discusses these two types of reading. According to him extensive reading is a kind of “fluent, faster reading of longer texts, for pleasure, entertainment and general understanding, but without such careful attention to the details” (p. 188). Scrivener also states “Extensive reading has a powerful impact on language learning” (p. 188). As extensive reading means reading for amusement or pleasure, so the readers want to read more and more for achieving pleasure. The more they read they will gain knowledge regarding vocabulary and sentence patterns without realizing the fact and it is very effective for language learning.
- **Intensive reading:** Brown terms intensive reading as ‘classroom oriented’ reading where the learners mainly focus on the linguistic and semantic details of a reading text (p. 312). When the readers read carefully for getting a detailed understanding of reading texts. In intensive reading the texts are generally shorter. In intensive reading the readers read for academic purposes and that is why the texts in this type of reading are short.

2.4 Reading Processes

There are different approaches of reading. Neil Anderson in chapter 4: Reading discusses the approaches of reading.

- **Bottom-up approach:** In a bottom-up approach to reading the readers basically start with the smallest part and then go for the largest part. Through these processes they

comprehend the reading material. Here in this process students gradually recognize the sound, letters, morphemes, words, phrases, sentences, sentence structures, grammatical structures. In this way the students start from the fundamental elements and then move on to the largest part in order to comprehend the reading text. According to *Longman Dictionary of Applied Linguistics* (1987) bottom-up approach is such an approach where readers comprehend the reading text by analyzing the sounds, letters, words, sentences (p. 296). Neil Anderson talks about a very good advantage of bottom-up approach and that is "One element of a bottom-up approach to reading is that the pedagogy recommends a graded reader approach" (Anderson, p. 70). By this he means the materials of reading in this approach are designed such a manner that the students firstly encounter the easy vocabulary items and then move on to the difficult ones. It is a very important thing for designing materials and while designing materials the teachers should follow this point of bottom-up approach to reading. Anderson quotes Goodman's statement in this chapter where Goodman criticizes bottom-up approach. According to Goodman those who follow the bottom-up approach to reading are the 'word callers' because they can surely know all the meaning of the words in a text but cannot comprehend the reading text properly (Anderson, p. 71). Harmer in his book *The Practice of English Language Teaching* (2003) states when a reader reads a text by analyzing every single sound, letter, word for understanding the text then it is called the bottom-up approach to reading (p. 201).

- **Phonics approach:** Neil Anderson suggests another approach to teach reading and that is phonic approach. This approach is supportive of bottom up approach because it

also suggests that students should start their reading from the smallest unit (sounds, morphemes, letters, and words) to the largest units (phrases, sentences). According to this approach "...for readers to be successful they must be able to break a word down into its smallest parts, the individual sounds" (Anderson, p. 70). Breaking down the words into smallest parts and recognizing the individual sound it is really a good thing because by this the students may overcome the problem of facing difficulty of encountering unknown words in a reading text. A student may find unfamiliar words in a reading text but when he or she has the knowledge of the individual unit of the word he or she can produce the sound and in this way he or she can comprehend the text. According to Neil Anderson "The blending together various sounds allows the reader to then move toward comprehension" (Anderson, p. 70). He further gives suggestion to the teachers that phonics is just a method; it is not the aim of teaching reading (Anderson, p. 70).

- **Top-down approach:** In *Longman Dictionary of Applied Linguistics* (1987), the approach where readers use their background knowledge, previous experiences, predictions for understanding the reading text that is called top-down approach to reading (p. 296). Top-down approach is totally opposite to the bottom-up approach. In this approach to reading the readers basically starts with the larger unit and then moves on to the smallest ones for comprehending the reading text. Anderson states that "Top-down approach begins with the idea that comprehension resides in the reader... A passage can thus be understood even if all of the individual words are not understood (Anderson, p. 71). For Harmer top-down approach to reading is an

approach where a reader gets the overall idea of a reading text through using his or her background knowledge with a view to comprehending the whole text (p. 201). In top down approach understanding the sounds, letter and words are not important. What is important in this approach is that the use of readers' background knowledge. Anderson suggests the teacher who follows the top-down approach should give some 'meaning generated activities' instead of 'word recognition' activities (Anderson, p. 71).

- **A meaning-based approach or a whole language approach:** Anderson states that the meaning-based approach or the whole language approach is quite 'supportive' of the top-down approach to reading (Anderson, p. 71). He also talks about the four key features of meaning-based approach. Firstly, in this approach the main focus is on the authentic reading. Then the approach gives priority to the students' choice in case of the texts they intend to read. Thirdly and finally in this approach more emphasis is given to the meaning and not only reading but also writing gets the same importance. After discussing the four features I find that this approach is not similar to the top-down model because here the readers do not have to use their previous knowledge to understand the text. The readers are supposed to get the meaning and then understand the text. One thing is common in both of these two approaches and that is in these two approaches readers are expected to understand the reading text by using their own knowledge. In this way meaning-based approach becomes a supportive approach of top-down approach.

- **Interactive approach:** This approach of reading is basically a combination of both the top-down approach and the bottom-up approach. Neil Anderson quotes Murtagh's comment regarding this approach. According to Murtagh those who can combine the two approaches (top-down and the bottom-up approach) efficiently can become successful readers (Anderson, p. 72). In this approach extensive and intensive reading are equally emphasized. Neil Anderson states "...reading is an interactive process of both bottom-up and top-down processes" (Anderson, p. 73). According to him while reading readers follow both of these two approaches simultaneously. While reading readers may encounter many unknown vocabulary items then they use the bottom-up process to decode it. On the contrary in the same reading text they can find a situation where they have to use their previous knowledge to understand the text. In this way the readers use both of the two processes to comprehend a reading text and combination of both of the two approaches is called interactive approach of reading.

Noone can say that one particular approach is suitable for becoming an efficient reader. It is the choice of the reader that which reading approach he or she wants to follow. A particular approach could be suitable for one learner but that particular approach might not be an appropriate one for another learner. In this case Harmer in his book *The Practice of English Language Teaching* (2003) gives an interesting example. He states sometimes analyzing every individual detail can be very useful for understanding a reading text or sometimes it is the general overview which helps the readers to comprehend the text better. He provides an example of a non scientist person who tries to read a scientific journal and if he attempts to follow the top-down approach then he could

not understand the journal. Here, he has to follow the bottom-up approach because he needs to understand every individual detail for comprehension (p. 201). For this reason it is very important to choose the right approach according to the reading text.

2.5 Schema theory and its importance in comprehension

Patricia L. Carrell and Joan C. Eisterhold in their article *Schema Theory and ESL Reading Pedagogy* (1983) talk about the schema theory and its importance in understanding a reading text. In language comprehension the role of background knowledge is termed as schema theory. According to schema theory a text written or spoken does not carry meaning by its own, it only shows the readers or the listeners the path by which they are able to construct meaning through using their previous knowledge. In this theory the background knowledge is the readers' previously acquired knowledge and the structures of the previous knowledge are *schemata* (plural of schema). "According to schema theory, comprehending a text is an interactive process between the reader's background knowledge and the text. Efficient comprehension requires the ability to relate the textual material to one's own knowledge." (Carrell & Eisterhold, 1983, p. 556-557).

Schema theory considers the comprehension of a text is an interactive process between the reader's background knowledge and the text because without the reader's previous knowledge the comprehension process cannot be possible. When the reader relates his background knowledge with the text, he can decode the meaning of the text. For this reason background knowledge is very important in comprehending a text. Carrell and

Eisterhold include Coady's observation on the importance of background knowledge in comprehending of a text. According to Coady, the learners whose first language is English are able to learn comprehend a text faster than students with other first language learners. It happens because those who have English as their first language can easily relate their background knowledge with the reading materials. He further states that background knowledge also helps learners to comprehend text even if he or she has syntactic difficulties. Harmer also talks about the issue which Coady has observed. According to Harmer, "Without right kind of pre-existing knowledge, comprehension becomes much more difficult. And that is the problem for some foreign language learners who, because they have a different shared knowledge of cultural reference and discourse patterning in their own language and culture from that in the English variety they are dealing with..." (p. 200).

In *Teaching Practice Handbook* (1995) Gower, Philips, Walters suggest the teachers to make the students to use their background knowledge to understand a text (p. 96). The teachers can ask the students about the topic or their knowledge on that topic.

In *Teaching and learning in the language classroom* (2011) Tricia hedge states in recent year's second language reading is considered as an interactive process. She also says that in this interactive process there are basically two types of knowledge: systemic & schematic knowledge. According to her the total reading process is 'an interplay among the various kinds of knowledge that a reader employs in moving through a text' (p. 189).

Vivian cook's statement regarding the importance of schematic knowledge:

“...mental representations of typical situations... used in discourse processing to predict the contents of the particular situation which the discourse describes”

(As cited in Hedge, 2011, p. 189)

2.6 ESL reading materials

While a student learns English as a second language then the teachers has to consider some aspects for instance level of the students, their interests etc before choosing the materials. In 1980, Broughton, Brumfit, Flavell, Peter and Anita Pincas state “...the teacher needs to bear in mind is that the choice of an appropriate text is very important in building up pupils' reading competence.” (p. 102). If a beginner level student is provided with a novel by Shakespeare then it will be very much difficult for him and also if he cannot understand that he does not find any interest after reading this. For this reasons the teachers have to consider some aspects before selecting a reading material.

2.6.1 Reading texts

In *How to teach English* (1998) Harmer talks about the issue of choosing an appropriate material for the ESL learners. He says that before selecting the reading materials the teachers have to consider three aspects ‘learning real English’, ‘students’ capabilities’, ‘students’ interest’. He asks to consider ‘the topic and types of reading texts’ because if the topics of the text do not raise interest among the learners then they do not want to read the texts. He also mentions that the reading texts should be neutral on

the basis of subject matter because if a science student is given a text on business then at first they will not understand and then they will feel bored while reading that. (p. 69).

In *Teaching Practice Handbook* (1995) Gower, Philips, Walters mention some aspects which make a reading text easy and appropriate for the learners. The aspects are:

- Simple language, structure and vocabulary appropriate for the learners
- Short in length
- Simple as well as short sentences
- Organized and clear
- Factual
- Use of standard English, no use of specialized vocabulary
- Concrete and familiar topic
- Use of pictures, graphs for better comprehension

(p. 94)

They authors state that while selecting a reading text the teacher should keep in mind the aim of learning. At first the learners may able to understand what the text is about and what the writer intends to say. They also mention that the topic of the reading texts should not be so unfamiliar then the students might face difficulty in understanding the text (p. 96).

McDonough and Shaw state that there should be a variety of reading materials in a textbook because they think that through reading a variety of reading materials the learners feel interested in learning. They also emphasize on the structural issues of a

reading text for instance they asks the teachers to select a reading text where the sentences are not isolated rather there should be coherence among the sentences. The authors suggest that in the reading texts same structure should not be repeated because through this the texts become boring. They authors states that the teachers should not choose such reading topics which topics are 'over familiar' because in this case most of the cases students do not really read the whole text as they are familiar with the topic and they do not feel interest (p. 91-92). According to McDonough and Shaw, due to over familiarity of the issues in the reading texts "...comprehension questions on text can sometimes be answered without having a look at the text at all!" (p. 91) Use of images and diagrams also help the learners to comprehend a text in a better way. According to Broughton et al. (1980) state "A further series of devices which may help to foster better understanding are those which involve the use of pictures, diagrams charts and models." (p. 107)

McDonough and Shaw also talk about the interaction between the writer and the reader. After reading a text the readers need to understand what the writer is intended to say. In other words there should be an interaction between the reader and the writer through the text. Traditionally the readers are considers as the 'recipient' of information which the writer provides.



Figure 1: The text as an object viewpoint

In the traditional viewpoint the readers are like 'empty vessel' who just read the text and accept what the writer think. This view point is called 'text as an object' view point. The authors regard this viewpoint as "one way traffic system in which everything flows in one direction only" (p. 92).

But in recent years due to the increasing number of ELT materials this viewpoint has changed and now the text is regarded as process.

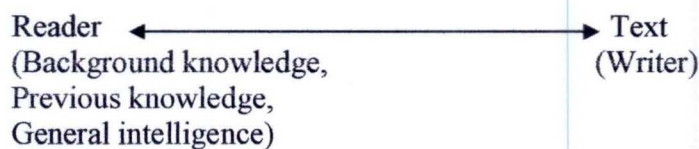


Figure 2: The text as process viewpoint

In this viewpoint text as a process both the reader and the writer exchange their views. In text as an object viewpoint only the writer draws the conclusion of the texts but in this contemporary viewpoint of text as a process the reader may also add his or her on interpretation of the text. In this viewpoint the readers are encouraged to build close interaction with the text unlike in text as an object viewpoint (p. 92).

2.6.2 Reading activities

In *A Course in Language Teaching: Practice and Theory* (2005) Penny Ur provides two reasons behind the usefulness of a task. The reasons are:

- Firstly, the tasks provide the learners with a purpose of reading and in this make the whole activity interesting and effective

- Secondly, the teachers need to know how well the learners are reading and they can get this information conveniently through looking at the results of the comprehension tasks.

(p. 145)

Abbas Pourhosein Gilakjani and Seyedeh Masoumeh Ahmadi in their article “The Relationship between L2 Reading Comprehension and Schema Theory: A Matter of Text Familiarity” (2011) state “Reading activities can promote interpretation of the text through the interaction between the reader and the and thus play a vital role in schema activation in order to comprehend and interpret the text better” (p. 143).

2.6.2.1 Types of reading activities

There are mainly three types of activities in reading and each of them is necessary for comprehending a text as well as to develop reading skill. Parviz Ajideh in his article “Schema-theory Based Considerations on Pre-reading Activities in ESP Textbooks” (2003) states “...reading as a comprehension or understanding process that involves three stages (pre, while, and post)” (p. 6).

1. Pre-reading Activities

Pre-reading activities are those which the learners are given before reading a text. McDonough and Shaw state that pre-reading activities are important to grab the learners' attention on the reading text (p. 95).

Pre-reading activities help the readers to activate their schematic knowledge. Hannah Onyi Yusuf in his article “The effect of pre-reading activities on students’ performance in reading comprehension in senior secondary schools” (2011) states “Pre-reading tasks have tended to focus exclusively on preparing the reader for likely linguistic difficulties in a text” (p. 1452).

According to Ringler and Weber pre-reading activities are enabling activities, because they provide a reader with necessary background to organize activity and to comprehend the material (As cited in Yusuf, 2011, p. 1452)

Pre-reading activities are generally in the form of questions which the reader is required to find out from the text. According to Yusuf, These types of activities basically test comprehension but in recent days they are in the form of scanning tasks (p. 1452). Parviz Ajideh states pre-reading tasks are those which require the readers to read the text quickly and find specific information (p. 6).

2. While reading activities

While reading activities are those activities which given to the students during their reading. These types of reading activities help the learners to comprehend the text in quickly. Sergio Lopera Medina in her article “A guide to teaching reading explained using a lesson about coffee” (2008) talks about while reading activities and she states “With these tasks teachers take the learners through the reading and they interact in the

text” (Medina, 2008). By this statement she means while reading activities enable the learners to interact with the text which facilitate their comprehension.

Abbas Pourhosein Gilakjani and Seyedeh Masoumeh Ahmadi state while reading activities help the learners to develop their existing schema (Gilakjani & Ahmadi, 2011, p.146).

Dorit Sasson in his article “Implementing While-Reading Strategies in the EFL Classroom” talks about while reading activities and he mentions some of the while reading activities which he implies in his classroom. They are:

- guessing word meanings by using context clues
- scanning and skimming for specific pieces of information
- predicting text content
- identifying topic sentences that contain the main idea of the paragraph
- distinguishing between general and specific ideas
- making conclusions and drawing inferences

(1997)

3. Post reading activities

Post reading activities are those which are given to the learners when they finished reading the text. According to Abbas Pourhosein Gilakjani and Seyedeh Masoumeh Ahmadi, in post-reading phase, the readers integrate their background knowledge into a new schema structure (p. 146). Here the authors intend to mean that in this post reading

stage the readers background knowledge turns into 'a new schema structure' which means the readers perspective on the text will build.

Arwijati Wahjudi in his article "Interactive post-reading activities that work" (2010) gives some examples of post-reading activities: "creating stories or end of stories, posters, reconstructing texts, and questioning the text or views of the writer" (p. 86-87).

Sergio Lopera Medina states post-reading activities help the readers to develop their knowledge acquired after reading a text. These tasks also enable the learners to analyze the issues presented in the text. She also mentions "Post-activities are tasks in which learners, after interacting with the reading, reflect, argue and give their points of view" (2008).

Other Reading Activities:

Penny Ur talks about some other reading activities and they are:

- **Pre-question activity:** A general question is given to the learners before reading a text which helps the learners for understanding the text
- **Do-it-yourself question activity:** Learners compose and then answer their own question
- **Provide a title:** In this activity the learners give a title for the reading text
- **Summarize:** Here the learners summarize the main idea of the text
- **Continue:** In this activity the learners are provided with text which is incomplete and the learners have to make the text continue by completing it.

- **Preface:** For instance the text is a story and the learners are asked to suggest what might have happened before
- **Gapped Text:** The learners are provided with a text which is in a form of fill in the gap and they have to fill it up on the basis of their understanding of the text.
- **Mistakes in the text:** Here, in this activity the learners are given a text which is full of mistakes and they have to correct them.
- **Comparison:** The learners are provided with two texts on same topics and they are asked to find out the similarity and differences among them.
- **Responding:** In this activity the text is a letter and the learner is asked to discuss how they write the response of the letter.
- **Re-presentation of context:** In this case the text gives information or tells a story and the learners have to re-present it in their own style.

(p. 146)

2.7 Goals for the reading in classroom:

There should be some goals for reading in the classroom and Tricia Hedge talks about the goals.

A set of general learning goals for the reading component of an English language course could include:

- ❖ to be able to read a range of texts in English
- ❖ to adapt reading style according to range of purposes and apply different strategies (e.g. skimming, scanning) as appropriate
- ❖ to build knowledge of language (e.g. vocabulary, structure), which will facilitate development of greater reading ability

- ❖ to build schematic knowledge in order to interpret texts meaningfully
- ❖ to develop awareness of the structure of written texts in English and to be able to make use of, e.g., rhetorical structure, discourse features, and cohesive devices in comprehending texts
- ❖ to take critical stance to the content of texts

(p. 205)

Chapter 3: Research Methodology

This chapter gives an overview of the total research process which is followed to conduct the entire research. Firstly there will be a discussion on the instruments of the data collection and later the procedure of the data collection will be explained.

3.1 Research Design

In this essay the researcher uses quantitative method to assess the reading materials of the *English for Today* of class 9 and 10.

3.2 Instruments of data collection

For this research purpose the researcher used a written questionnaire for the teachers and researcher's own evaluation using a checklist.

3.2.1 Written Questionnaire

Questionnaire is the most widely used research instrument and according to Dornyei and Taguchi in *Questionnaires in Second Language Research: Construction, Administration, and Processing* (2010), "Asking question is one of the most natural ways of gathering information..." (p. 1). By this the authors state that by the questionnaire survey the researcher is able to get the most natural response from the participants. James Dean Brown in his book *Using Surveys in Language Programs* (2001) states, "Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers" (p. 6).

For conducting the research the researcher used a questionnaire survey among the teachers of class 9 and 10 of both private and public schools in Bangladesh. The questionnaire was given to them to find out their perceptions regarding the reading materials of the textbook of class 9 and 10.

3.2.2 Description of the Questionnaire

The survey questionnaire has four main parts. The first part is the note for the teachers where the researcher explains the purpose behind her research and give the teachers the assurance of not to conceal any information. The second part of the questionnaire deals with the personal information (Name, teaching experience, teaching institutions) of the teachers. Third part of the questionnaire includes the instruction for the teachers to answer the questions. Finally the fourth part of the questionnaire consists of 30 questions. All the questions are created on the basis of the theoretical research in chapter 2: Literature review. First 17 questions are based on the reading passages of the textbook and next 13 questions are on the reading tasks of the textbook. For each questions there are 5 options (strongly disagree, disagree, neutral, agree, strongly agree).

(See Appendices I and II)

The questionnaire is divided into two areas: (a) reading passage and (b) reading task. In the first area 'reading passage' there are 17 questions for the teachers where the researcher tries to find out the following issues:

- Whether the passages are suitable for the learners level or not
- Whether the passages create interest among the learners or not

- Whether the difficulty level of the passages rise gradually or not
- Whether the reading passages follow a particular grammatical structure or not
- Whether the passages focus on a specific culture or not
- Whether the passages encourage the learners to think critically as well as creatively or not
- Whether the passages are a good source of new vocabulary learning or not

In the second area 'reading tasks' there are 13 questions and from the question the researcher tries to find out the following facts:

- Are the tasks interesting?
- Is there any variation among the reading tasks?
- Are the tasks appropriate for the learners' level?
- Is the difficulty level of the tasks rising gradually?
- Do the tasks enable the learners to think in a critical as well as creative way?
- Is there any pre-reading, while reading and post reading tasks in the textbook?
- Are there enough grammar tasks followed by the reading passages in the textbook?

→ Do the reading tasks require different types of reading e.g. skimming and scanning?

3.2.3 Researcher's checklist and the description of the researcher's checklist

The second instrument of the data collection is the researcher's own evaluation checklist. The checklist is created for the researcher's own evaluation of the reading materials of the textbook of class 9 and 10. The checklist has the same number of items as the teachers' questionnaire but the basic difference is the items in the checklist are in the form of questions instead of statements. By this checklist the researcher can express his point of view regarding the reading materials of the textbook. It is included in the research because by this the researcher can evaluate the textbook in a very subjective manner.

3.3 Participants

The main participants of the research are 20 teachers. These teachers are randomly chosen by the researcher. The teachers teach English in both primary and secondary levels and they are from private and public schools of Dhaka city. The researcher visits the teachers and requests them to participate in the survey by completing the questionnaire.

The researcher chooses 20 English teachers from 10 schools of Dhaka city.

Teaching Institutions	Number of teachers
School A	2

School B	3
School C	1
School D	1
School E	4
School F	2
School G	1
School H	3
School I	2
School J	1

Table 1: Number of teachers from different institutions

In the survey most of the teachers have above 10 years of their teaching career. Among the participants there are two who have above 20 years of teaching experience. The following table shows the teaching experience of the teachers.

Teaching Experience	Number of teachers
1-5 years	3
6-10 years	9
11-15 years	6
16-20 years	2

Table 2: Teaching experience of the teachers

3.4 Validity and reliability

James Dean Brown emphasizes on the validity and reliability of a survey. He also explains the importance of validity and reliability of a survey. According to Brown,

“Reliability analyses are [...] important because they indicate the degree to which an instrument is consistent in its measurement. Validity analyses are important because they indicate the degree to which an instrument is measuring what it was intended to measure” (p. 11).

Validity and reliability is very importance in a survey and for this reason in this research the researcher considers some aspects:

- Literature on the research
- Objective of the study
- Discussion with the supervisor of the study

3.5 Procedure of data collection

The data were collected from both public and private schools of Dhaka city. For data collection the researcher wrote applications to the principals of the schools for permission to conduct the survey among the English teachers of class 9 and 10 and sanctioned it from the supervisor of the research. Then the researcher took permission of the schools' principals for conducting the survey. After getting the permission from the principals the researcher talked to the teachers and explained to them the reason and objective of the study. Then the teachers were given instruction by the researcher to

complete the survey questionnaire. They were provided with enough time to complete the questionnaire. The researcher was present while the teachers were completing the questionnaire for their queries or any help.

Most of the teachers' survey was conducted in the above way but due to some unavoidable situations like summer vacation and the Ramadan vacation most of the schools remained closed and that was why the researcher had to meet the teacher personally and conduct the survey. But in both cases the teachers were very cordial and helpful. In spite of their extremely busy schedule they gave the researcher their valuable time and completed the survey.

Chapter 4: Research Findings and Analysis

This chapter presents a detail description of the data collection and the analysis of the research findings. The data collected from the teachers' questionnaire have been hand tabulated and analyzed in terms of frequency counts and means.

4.1 Results found from Teachers' Questionnaire Survey

In the teachers' questionnaire, the participants had to circle one option from five options for each item. In order to analyze the results, the responses had to be converted into mathematical figures as follows:

Strongly disagree = 1

Disagree = 2

Neutral = 3

Agree = 4

Strongly agree = 5

The results are presented in the table below:

(In all the boxes, the numbers on top indicate the number of scorers and the number at the bottom represents the score after the conversion into mathematical figures. Moreover, the mean score is calculated by adding all the mathematical figures at the bottom and then divide the score by the total number of scorer)

Table 1

(For each question the number of total response is 20)

Part A: Reading passages

No.	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean Score
1.	The reading passages focus only on a particular grammatical structure at a time.	0	12	0	7	1	2.85
		0	24	0	28	5	
2.	The reading passages focus on a particular culture.	2	6	0	10	2	3.20
		2	12	0	40	10	
3.	The reading passages are a mixture of different cultures.	2	11	0	4	3	2.75
		2	22	0	16	15	
4.	The topics of the reading passages are quite familiar.	0	3	0	13	4	3.90
		0	6	0	52	20	
5.	The length of the reading passages is satisfactory	0	1	0	10	9	4.35
		0	2	0	40	45	
6.	The difficulty level of the passages rises gradually.	2	6	2	8	2	3.10
		2	12	6	32	10	
7.	The passages of this textbook are a good source of new vocabulary learning.	1	6	3	7	3	3.25
		1	12	9	28	15	
8.	The passages make the learners think critically regarding the topic.	1	9	0	8	2	3.05
		1	18	0	32	10	
9.	There are varieties of reading passages in the textbook.	0	10	1	0	9	3.40

		0	20	3	0	45	
10.	The topics of the reading passages create interest of reading among the learners.	3	7	2	6	2	2.85
		3	14	6	24	10	
11.	The reading passages require learners' background knowledge for comprehension.	2	9	1	7	1	2.80
		2	18	3	28	5	
12.	The reading materials in this textbook are quite below the students' current level.	3	9	0	6	2	2.75
		3	18	0	24	10	
13.	The designing patterns of the reading passages are same for every passage (picture>passage>task)	2	3	0	7	8	3.80
		2	6	0	28	40	
14.	The subject matter of the reading passages is very much close to the real world.	0	2	0	11	7	4.15
		0	4	0	44	35	
15.	The reading passages provide the learners the way of questioning and interacting with the text.	0	5	2	8	5	3.65
		0	10	6	32	25	
16.	The reading texts offer visual support to aid in reading comprehension.	0	8	2	9	1	3.15
		0	16	6	36	5	
17.	In the reading texts the information, narrative or the story line is organized in a natural chronological order.	0	1	1	16	2	3.95
		0	2	3	64	10	

Part B: Reading tasks

No	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean Score
18.	The reading tasks are varied from passages to passages.	0	3	0	11	6	4.00
		0	6	0	44	30	

19.	Most of reading tasks are appropriate for the learners' current level.	5	3	0	11	1	3.00
		5	6	0	44	5	
20.	The difficulty level of the reading tasks increases gradually.	0	11	1	6	2	2.95
		0	22	3	24	10	
21.	The reading tasks enable the readers to think critically.	1	4	3	9	3	3.45
		1	8	9	36	15	
22.	The reading tasks motivate readers/learners to think in a creative way.	0	8	0	10	2	3.30
		0	16	0	40	10	
23.	Every reading passage is followed by a pre-reading task.	2	5	2	8	3	3.25
		2	10	6	32	15	
24.	The reading tasks encourage the learners to work in a group.	0	2	1	15	2	3.85
		0	4	3	60	10	
25.	The reading tasks are designed in a way that provides different sub skills like listing, ordering etc.	0	7	2	8	3	3.35
		0	14	6	32	15	
26.	The reading tasks also require different types of reading e.g. skimming, scanning.	0	6	0	11	3	3.55
		0	12	0	44	15	
27.	The reading tasks enable the learners to give their opinion.	1	3	2	10	4	3.65
		1	6	6	40	20	
28.	The comprehensive reading tasks in this textbook (true/false, multiple choice, open-ended question) require the learners to just skim through the reading passages.	3	2	1	12	2	3.50
		3	6	3	48	10	
29.	Grammar tasks (after the reading passages) in this textbook are not enough and they are below the	1	3	2	10	4	3.65

	students' level.	1	6	6	40	20	
30.	There is rarely any while/during reading tasks (e.g. predictions about the content of the text, list sequence of events or steps in correct order as a chart, correct a summary full of errors etc) in the textbook.	0	1	2	12	5	4.05
		0	2	6	48	25	

(The discussion for "Item by item discussion" is in the appendix)

4.2 Analysis of the results

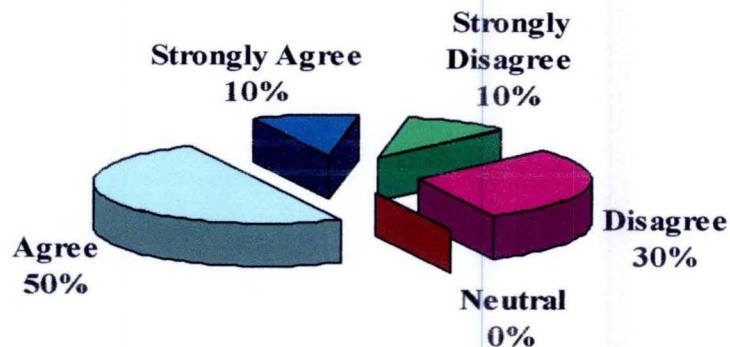
An interpretation scale is used to interpret the survey result in mathematical figures and to find out the respondents' attitude towards each item. The interpretation scale is as follows:

- a. 1.00-2.25: Strongly disagree
- b. 2.26-3.00: Disagree
- c. 3.01-3.75: Agree
- d. 3.76-5.00: Strongly agree

4.2.1 Discussion of the Teachers' Questionnaire Survey Results

In item number 1 (The reading passages focus only on a particular grammatical structure at a time), the mean score is 2.85 which means that the teachers disagree with the statement.

In item number 2 (The reading passages focus on a particular culture), the mean score is 3.20. It means that the teachers agree with the statement.

Figure 1: The reading passages focus on a particular culture

■ Strongly Disagree
 ■ Disagree
 ■ Neutral
 ■ Agree
 ■ Strongly Agree

From the chart it is seen that the majority of 50 percent of the teachers 'agreed' with the statement that the reading passages in the textbook focus on a particular culture and 10 percent of them 'strongly agreed' with the statement. Other 30% 'disagreed' with the statement and 10% of them 'strongly disagreed' with the statement. From the results it is clear that most of the teachers agree with the statement as the percentage of 'agree' and 'strongly agree' is higher than the 'strongly disagree' and 'disagree' percentage.

Table 2**(Teachers' Response)****Part A: Reading passages**

No.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean Score	Attitude
1.	0	12	0	7	1		

	0	24	0	28	5	2.85	Disagree
2.	2	6	0	10	2	3.20	Agree
	2	12	0	40	10		
3.	2	11	0	4	3	2.75	Disagree
	2	22	0	16	15		
4.	0	3	0	13	4	3.90	Strongly Agree
	0	6	0	52	20		
5.	0	1	0	10	9	4.35	Strongly Agree
	0	2	0	40	45		
6.	2	6	2	8	2	3.10	Agree
	2	12	6	32	10		
7.	1	6	3	7	3	3.25	Agree
	1	12	9	28	15		
8.	1	9	0	8	2	3.05	Agree
	1	18	0	32	10		
9.	0	10	1	0	9	3.40	Agree
	0	20	3	0	45		
10.	3	7	2	6	2	2.85	Disagree
	3	14	6	24	10		
11.	2	9	1	7	1	2.80	Disagree
	2	18	3	28	5		
12.	3	9	0	6	2	2.75	Disagree

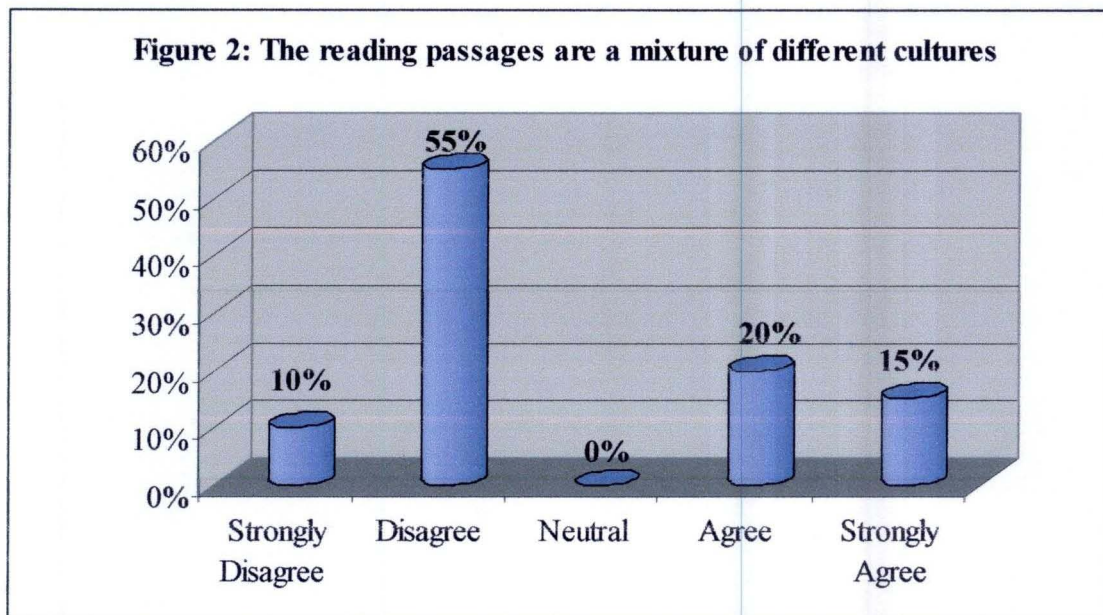
	3	18	0	24	10		
13.	2	3	0	7	8	3.80	Strongly Agree
	2	6	0	28	40		
14.	0	2	0	11	7	4.15	Strongly Agree
	0	4	0	44	35		
15.	0	5	2	8	5	3.65	Agree
	0	10	6	32	25		
16.	0	8	2	9	1	3.15	Agree
	0	16	6	36	5		
17.	0	1	1	16	2	3.95	Strongly Agree
	0	2	3	64	10		

Part B: Reading tasks

No	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean Score	Attitude
18.	0	3	0	11	6	4.00	Strongly Agree
	0	6	0	44	30		
19.	5	3	0	11	1	3.00	Disagree
	5	6	0	44	5		
20.	0	11	1	6	2	2.95	Disagree
	0	22	3	24	10		
21.	1	4	3	9	3	3.45	Agree
	1	8	9	36	15		

22.	0	8	0	10	2	3.30	Agree
	0	16	0	40	10		
23.	2	5	2	8	3	3.25	Agree
	2	10	6	32	15		
24.	0	2	1	15	2	3.85	Strongly Agree
	0	4	3	60	10		
25.	0	7	2	8	3	3.35	Agree
	0	14	6	32	15		
26.	0	6	0	11	3	3.55	Agree
	0	12	0	44	15		
27.	1	3	2	10	4	3.65	Agree
	1	6	6	40	20		
28.	3	2	1	12	2	3.50	Agree
	3	6	3	48	10		
29.	1	3	2	10	4	3.65	Agree
	1	6	6	40	20		
30.	0	1	2	12	5	4.05	Strongly Agree
	0	2	6	48	25		

In item number 3 (The reading passages are a mixture of different cultures), the mean score is 2.75. It means that the teachers disagree with the statement.



It can be seen that the majority of 55 percent of the teachers 'disagreed' with the statement that the reading passages in the textbook are a mixture of different cultures while 20 percent of the teachers 'agreed' with this statement. 10 percent of the teachers 'strongly disagreed' and 15 percent of them 'strongly agreed' with the statement but no teacher go for the neutral option.

In item number 4 (The topics of the reading passages are quite familiar), the mean score is 3.90 which means that the teachers strongly agree with the statement.

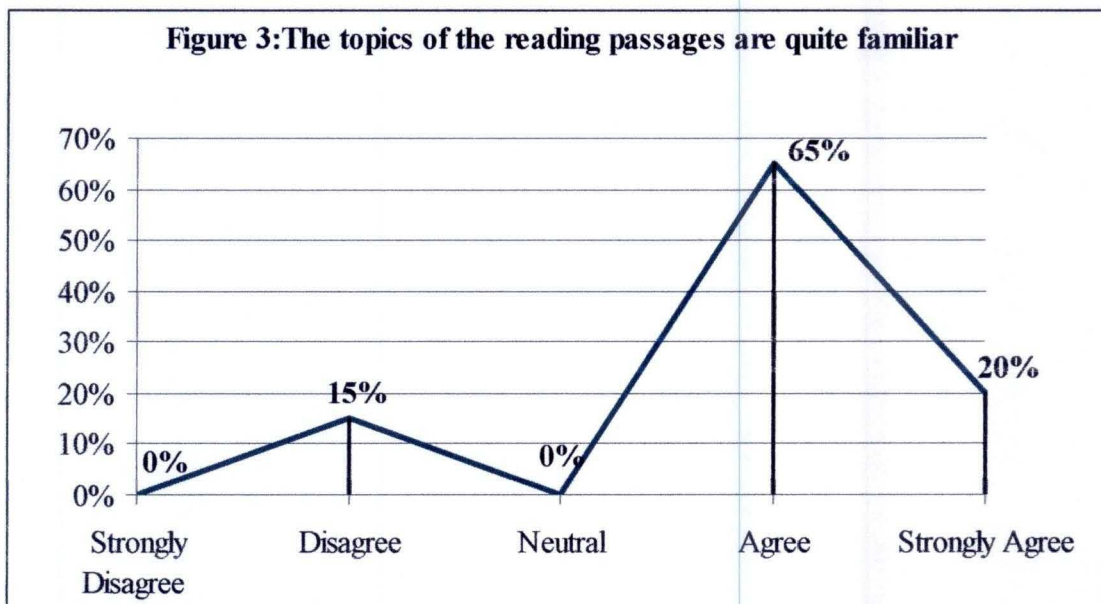


Figure 3 shows that 65 percent of the teachers 'agreed' and 20 percent of them 'strongly agreed' with the statement that the topics of the reading passages are quite familiar. No teachers 'strongly disagreed' with the statement and only 15 percent of them 'disagreed' with the statement.

In item number 5 (The length of the reading passages is satisfactory), the mean score is 4.35. It means that the teachers strongly agree with the statement.

In item number 6 (The difficulty level of the passages rises gradually), the mean score is 3.10 which means that the teachers agree with the statement. It is to be noted that the range for 'agree' opinion is from 3.01-3.75. But the score is not a very high one. It is fairly close to the range of 'disagree'.

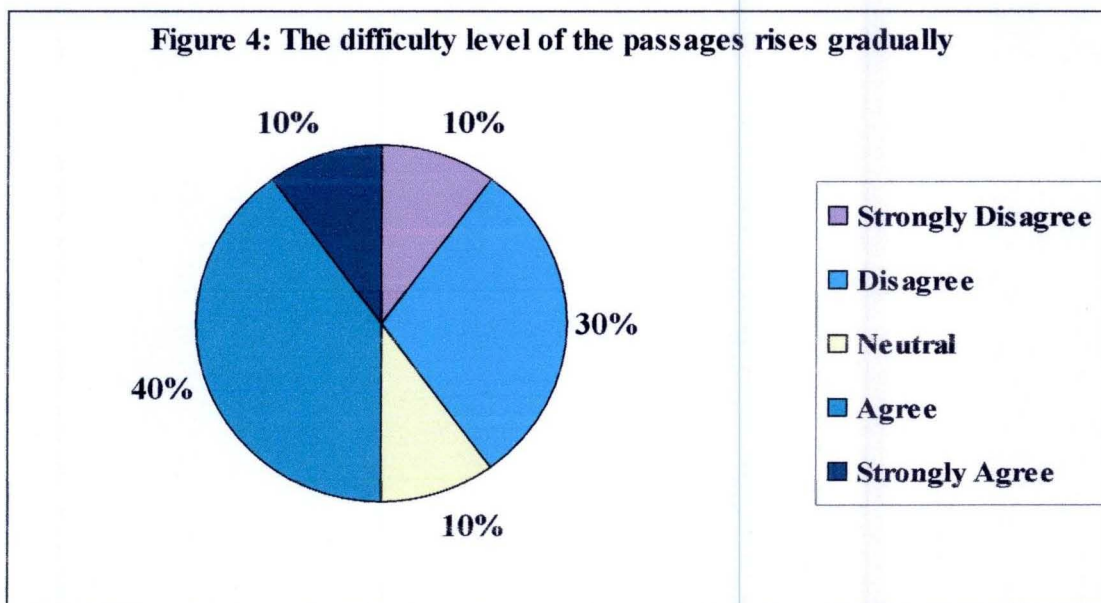
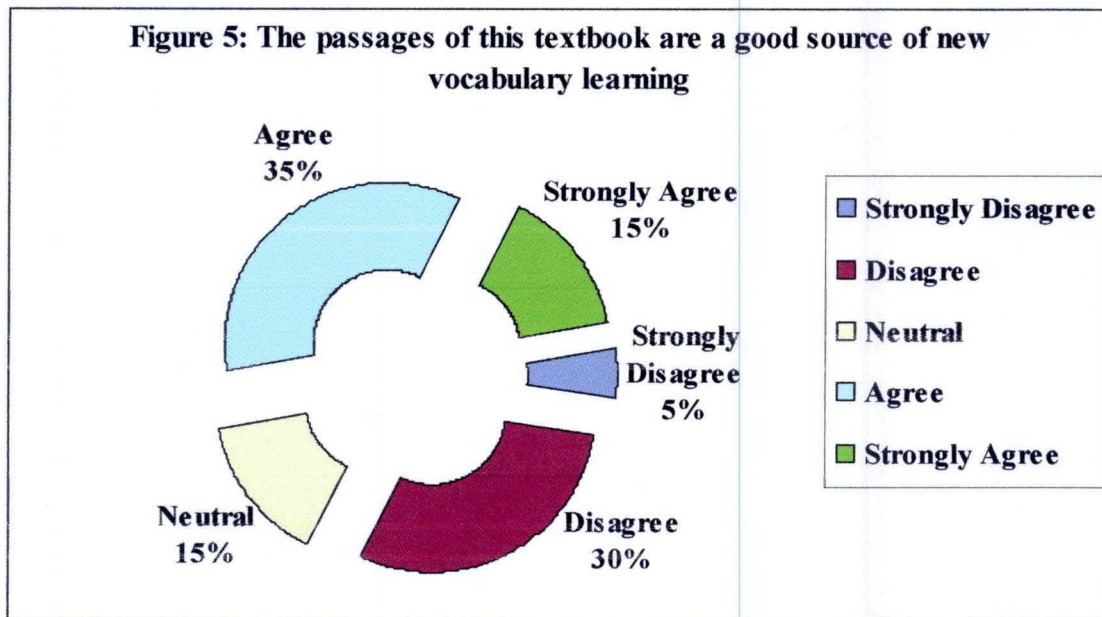


Figure 4 shows that the majority of 40 percent of the teachers 'agreed' with the statement that the difficulty level of the passages rises gradually. 30 percent of the teachers 'disagreed', 10 percent teachers 'strongly agreed' and other 10 percent of the teachers 'strongly disagreed' with the statement. Here, the percentage of agreement and disagreement is quite the same.

In item number 7 (The passages of this textbook are a good source of new vocabulary learning) the mean score is 3.25 which implies that the teachers agree with the statement. But the score is not so high and it is close to the range of disagree.



From figure 5 it is seen that 35 percent teachers 'agreed' with the statement 'passages of this textbook are a good source of new vocabulary learning' while 30 percent teacher 'disagreed' with the statement. 15 percent teachers choose neutral as their option. 15 percent teachers selected 'strongly agree' and only 5 percent chose 'strongly disagree'. Here, the percentage of agreement is higher than the percentage of disagreement. But the difference between the percentage and disagreement is not so high.

In item 8 (The passages make the learners think critically regarding the topic), the mean score is 3.05. It means that the teachers agree with the statement but the score is near the lowest range of the 'agree' scale.

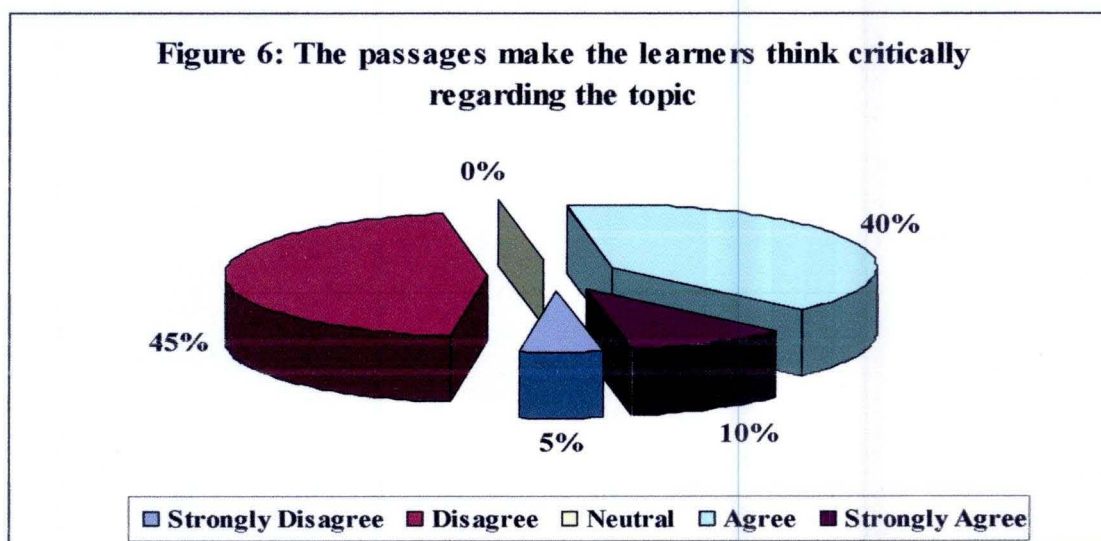


Figure 6 shows that 40 percent of the teachers 'agreed' with the statement that the passages make the learners think critically regarding the topic. 45 percent of the teachers 'disagreed', 10 percent teachers 'strongly agreed' and only 5 percent of the teachers 'strongly disagreed' with the statement. Here, the percentage of agreement and disagreement is quite the same.

In item 9 (There are varieties of reading passages in the textbook) the mean score is 3.40 which implies that the teachers agree with the statement. The score is in the middle of the range of the scale.

In item 10 (The topics of the reading passages create interest of reading among the learners), the mean score is 2.85 which shows that the teachers disagree with the statement.

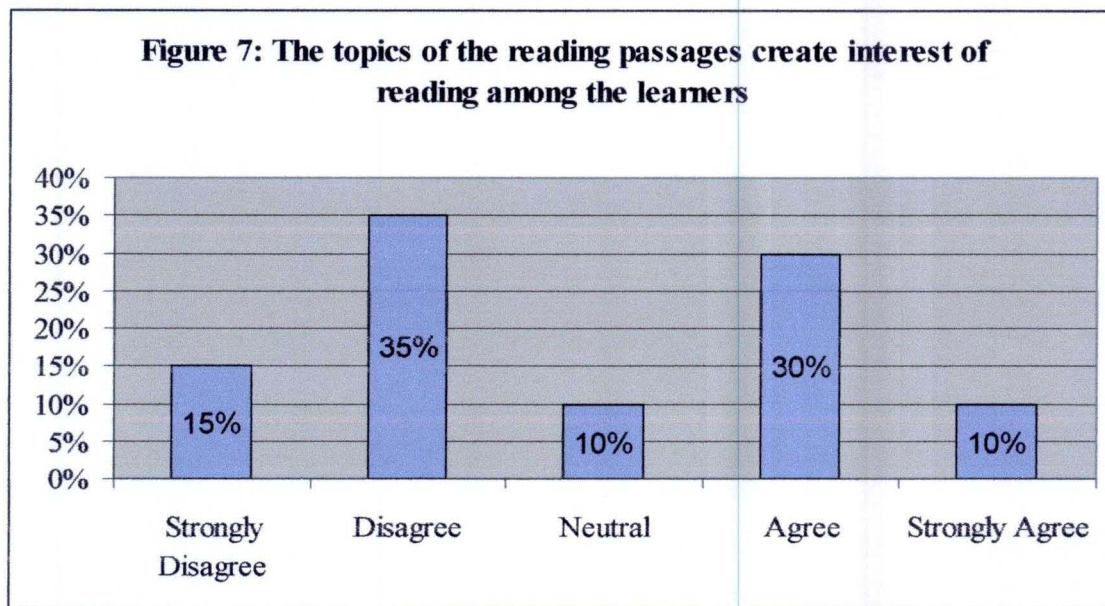


Figure 7 shows that 35 percent teachers disagreed with the statement that the topics of the reading passages create interest of reading among the learners. Another 15 percent strongly disagreed and 10 percent remained neutral. On the contrary 30 percent of them agreed and 10 percent of the teachers strongly agreed with the statement. Here the percentage of the agreement and disagreement are quite the same but the percentage of disagreement is higher than the percentage of agreement.

In item 11 (The reading passages require learners' background knowledge for comprehension), the mean score is 2.80 which implies that the teachers disagree with the statement.

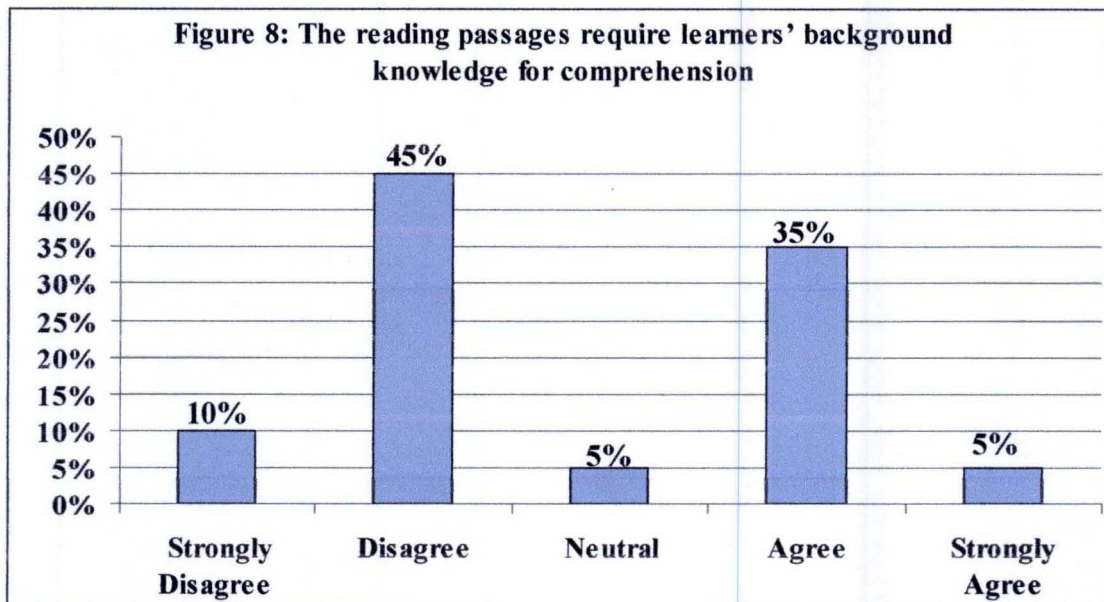
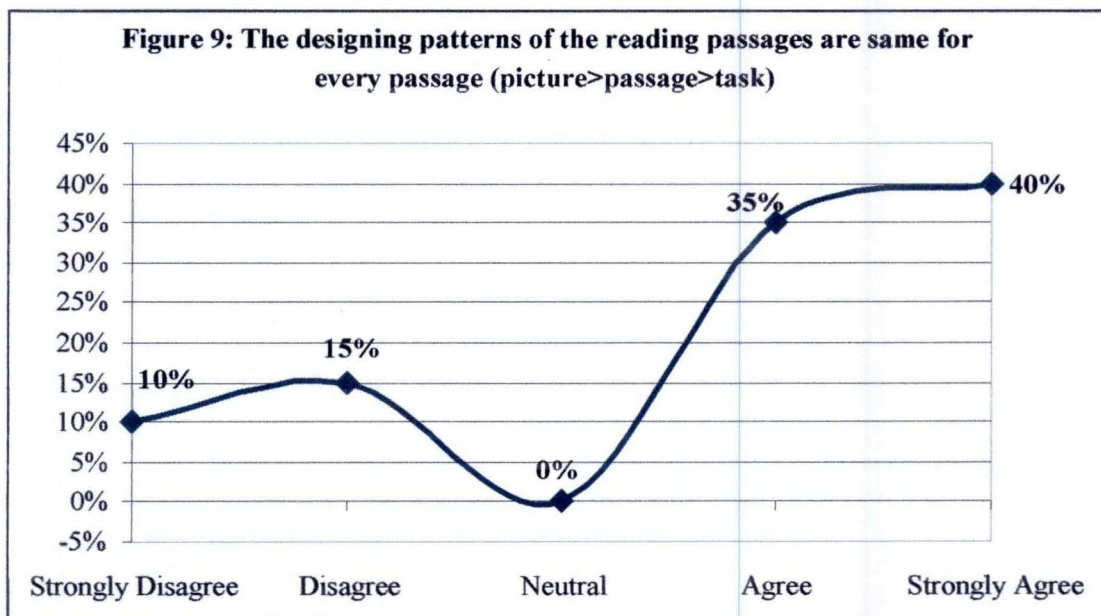


Figure 8 shows the majority of 45 percent of the teachers disagreed with the statement that the reading passages require learners' background knowledge for comprehension and 35 percent of them agreed with the statement. Only 5 percent of the teachers strongly agreed and 10 percent of them strongly disagreed with the statement. Here the majority of the teachers disagreed with the statement.

In item 12 (The reading materials in this textbook are quite below the students' current level), the mean score is 2.75. It means that the teachers disagree with the statement.

In item 14 (The subject matter of the reading passages is very much close to the real world), the mean score is 4.15 which shows that the teachers strongly agree with the statement that the subject matter of the reading passages is very much close to the real world.

In item 13 [The designing patterns of the reading passages are same for every passage (picture>passage>task)] the mean score is 3.80. It means that means the teachers strongly agree with the statement.



From figure 9 it is seen that 40 percent teachers strongly agreed and 35 percent agreed with the statement that the designing patterns of the reading passages are same for every passage in the textbook. Only 10 percent strongly disagreed and 15 percent disagreed with the statement. By this figure it is obvious that most of the teachers are supporting this statement.

In item 14 (The subject matter of the reading passages is very much close to the real world), the mean score is 4.15 which shows that the teachers strongly agree with this statement.

In item 15 (The reading passages provide the learners the way of questioning and interacting with the text) the mean score is 3.65. Through this score it is obvious that the teachers agree with the statement that the reading passages provide the learners the way of questioning and interacting with the text.

In item 16 (The reading texts offer visual support to aid in reading comprehension), the mean score is 3.15. It means that the teachers agree with the statement but the score is not very high in the scale. It is near the rate of the disagree scale.

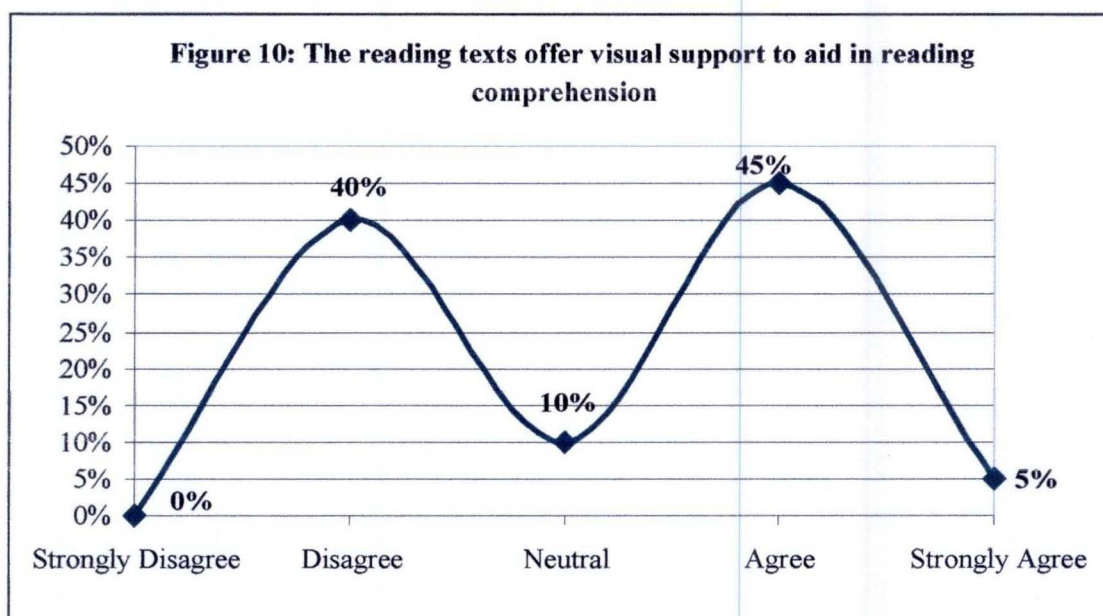
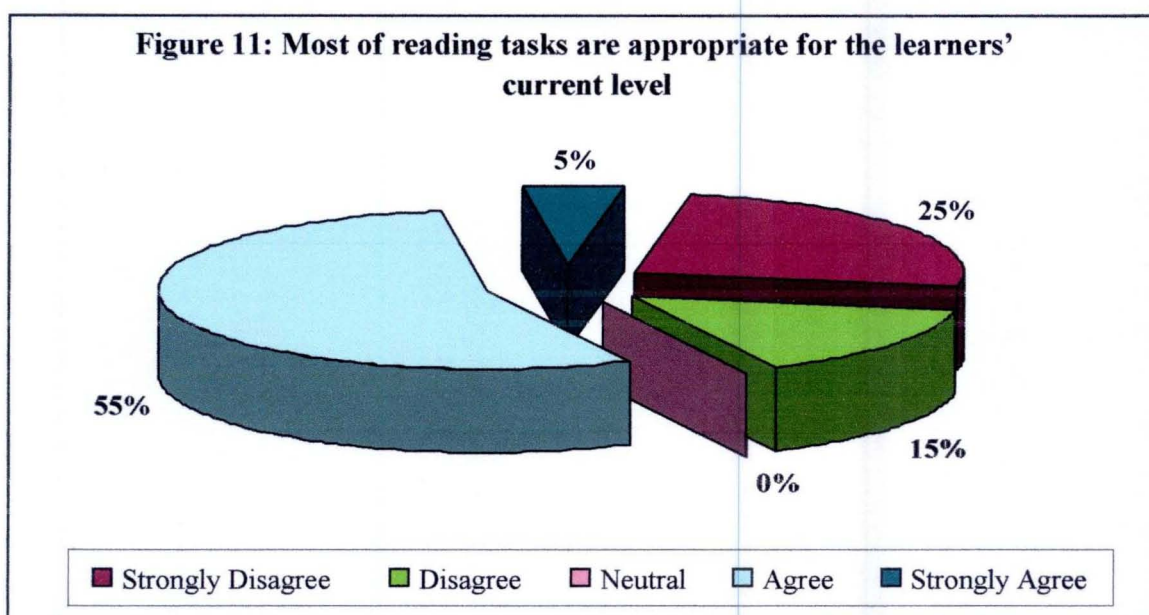


Figure 10 shows that 40 percent of the teachers disagreed and 45 percent agreed with the statement that the reading texts offer enough visual support to aid in reading comprehension. 10 percent of the teachers remained neutral and only 5 percent strongly agree with the statement. Here the number of teachers who supported the statement and were against the statement is quite the same but the supporting number is higher than the

number of teachers who were against the statement. By this it is considered that most of the teachers supported the statement that the reading texts offer enough visual support to aid in reading comprehension.

In item 17 (In the reading texts the information, narrative or the story line is organized in a natural chronological order), the mean score is 3.95 and in 18 (The reading tasks are varied from passages to passages) the mean score is 4.00. In both of the cases the mean scores show that the teachers strongly agree with the statements.

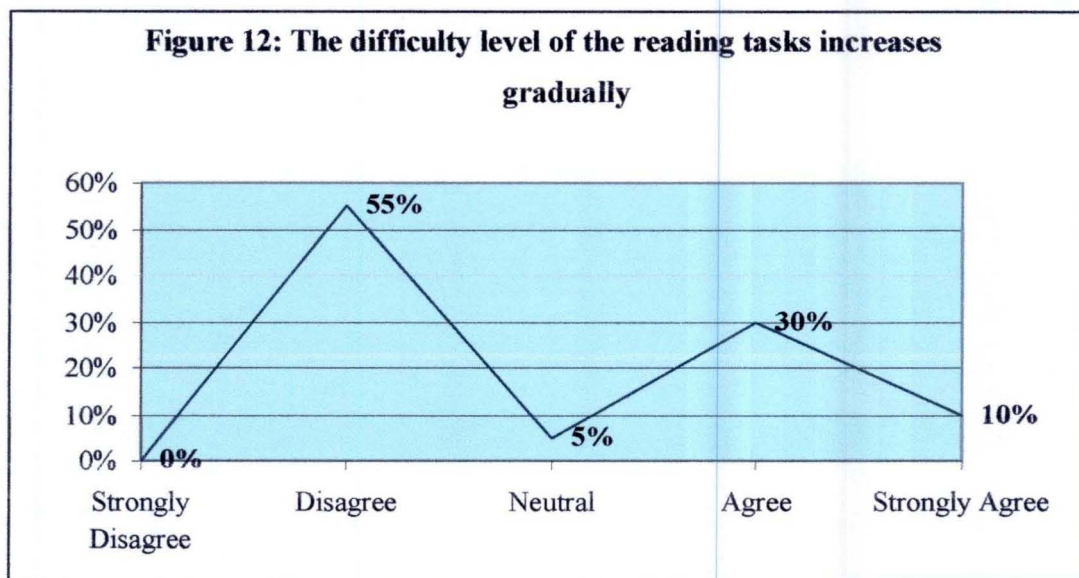
In item 19 (Most of reading tasks are appropriate for the learners' current level), the mean value is 3.00 which means that the teachers disagree with the statement.



The above pie chart shows that the majority of the 55 percent of the teachers agreed and 5 percent strongly agreed with the statement that most of reading tasks are appropriate for

the learners' current level. Only 25 percent strongly disagreed and 15 percent of the teachers disagreed with the statement. From this it is clear that the majority of the teachers supported the statement.

In item 20 (The difficulty level of the reading tasks increases gradually), the mean value is 2.95 which implies that the teachers disagree with the statement.

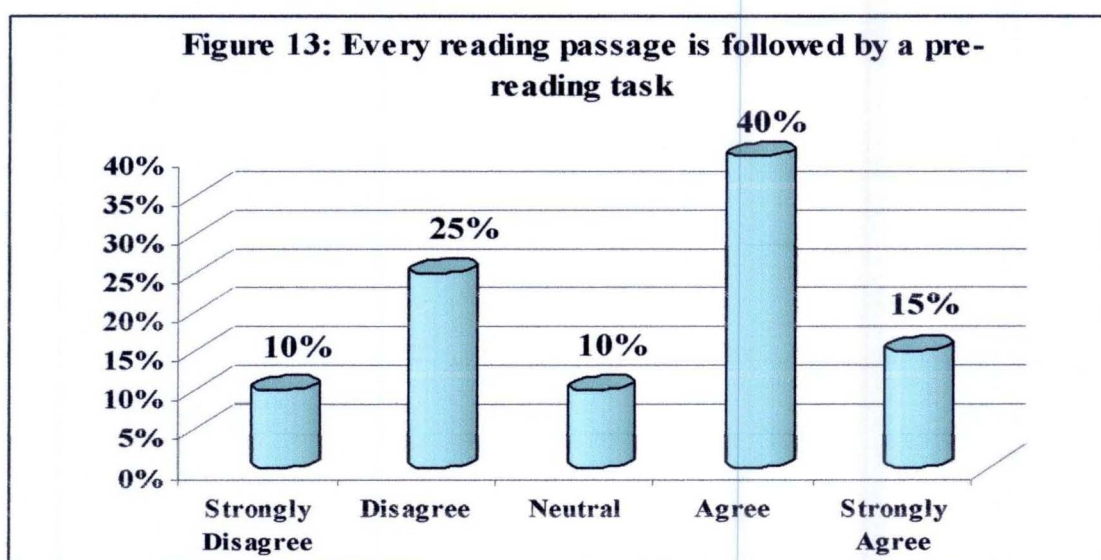


From figure 12 it is observed that 55 percent of the teachers disagreed and 30 percent agreed with the statement that the difficulty level of the reading tasks increases gradually. Another 10 percent strongly agreed and 5 percent remained neutral. From this graph it is obvious that most of the teachers agree with the statement.

In item 21 (The reading tasks enable the readers to think critically) the mean score is 3.45. It means that the teachers agree with the statement but the score is not so high and it is the middle score in the agree scale.

In item 22 (The reading tasks motivate readers/learners to think in a creative way) the mean score is 3.30. Through this score it is obvious that the teachers agree with the statement. But the score is quite low in the scale.

In item 23 (Every reading passage is followed by a pre-reading task), the mean score is 3.25 which means that the teachers agree with statement.



The above chart shows 40 percent of the teachers agreed and 15 percent strongly agreed with the statement that every reading passage is followed by a pre-reading task. 25 percent disagreed and 10 percent strongly disagreed but 10 percent remained neutral. Here, the majority of the teachers supported this statement.

In item 24 (The reading tasks encourage the learners to work in a group) the mean score is 3.85 which means that the teachers strongly agree with the statement that the reading tasks encourage the learners to work in a group.

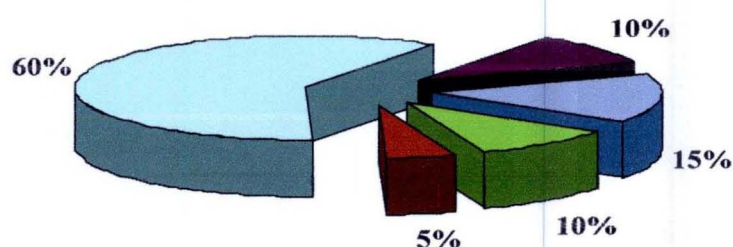
In item 25 (The reading tasks are designed in a way that provides different sub skills like listing, ordering etc) the mean score is 3.35. It means that the teachers agree with the statement.

In item 26 (The reading tasks also require different types of reading e.g. skimming, scanning) the mean score is 3.55 and in this item also the teachers show agreement but the score is not very high in the scale.

In item 27 (The reading tasks enable the learners to give their opinion), the mean score is 3.65 which means that the teachers give their agreement in this statement.

In item 28 [The comprehensive reading tasks in this textbook (true/false, multiple choice, open-ended question) require the learners to just skim through the reading passages], the mean score is 3.50. It means that the teachers agree with the statement.

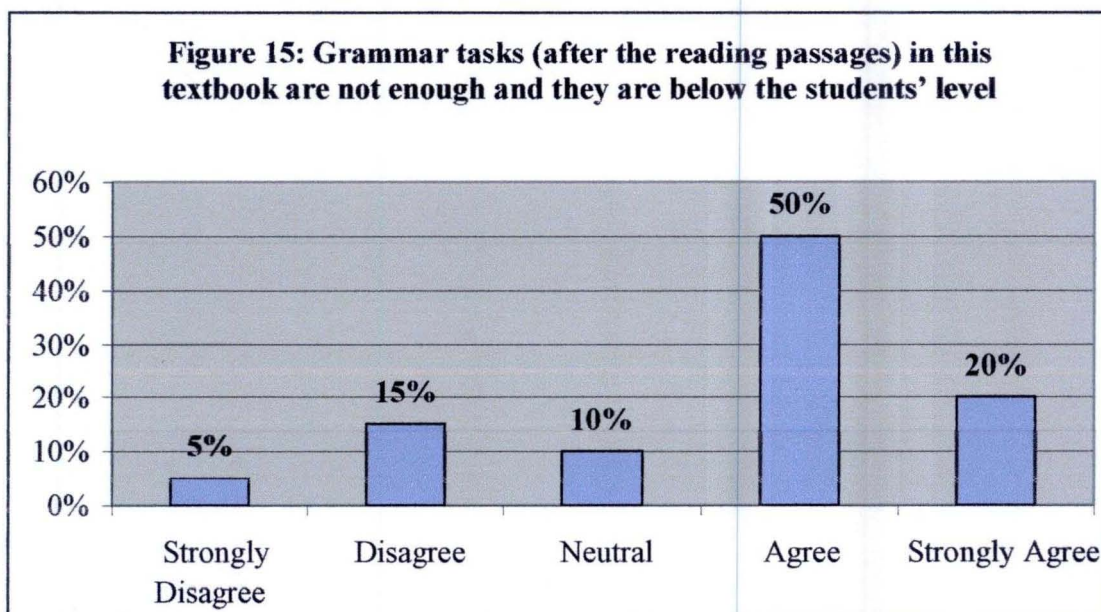
Figure 14: The comprehensive reading tasks in this textbook (true/false, multiple choice, open-ended question) require the learners to just skim through the reading passages



■ Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly Agree

Figure 14 shows that the majority of 60 percent teachers agreed and 10 percent strongly agreed with the statement that the comprehensive reading tasks in this textbook (true/false, multiple choice, open-ended question) require the learners to just skim through the reading passages. 15 percent strongly disagreed and 10 percent disagreed with statement that shows the majority of the teachers supported the statement.

In item 29 [Grammar tasks (after the reading passages) in this textbook are not enough and they are below the students' level], the mean score is 3.65 which means that the teachers agree with the statement.



Through this figure it shows 50 percent of the teachers agreed and 20 percent strongly agreed with the statement that grammar tasks in this textbook are not enough and they are below the students' level. 10 percent remained neutral, 15 percent disagreed and 5 percent strongly disagreed with the statement. Here, the majority of the teachers supported the statement.

In item 30 [There is rarely any while/during reading tasks (e.g. predictions about the content of the text, list sequence of events or steps in correct order as a chart, correct a summary full of errors etc) in the textbook], the mean score is 4.05. The score shows that the teachers strongly agree with the statement.

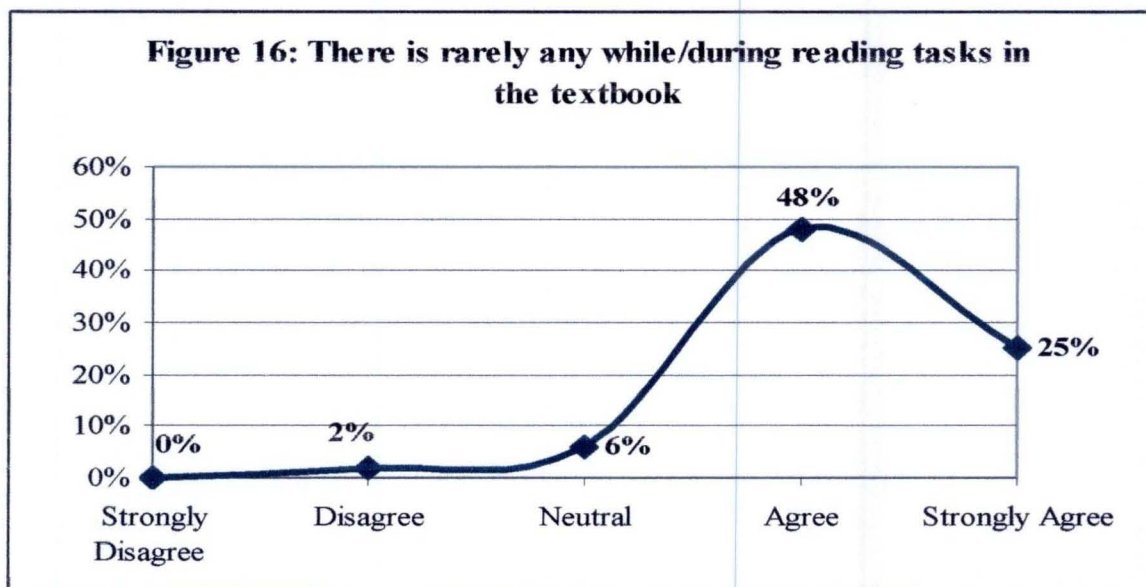


Figure 16 indicates that 48 percent of the teachers agreed and 25 percent strongly agreed with the statement that there is rarely any while/during reading in the textbook. Only 2 percent disagreed but there is no one who strongly disagreed with the statement that means the majority of the teachers supported this statement.

4.3 Researcher own evaluation using a checklist

In this section, the researcher presents her own evaluation of the textbook using the checklist. The results found and analyzed for each of the item is presented in order and discussed in details.

Part A: Reading Passages

For item 3, 8 and 10 the researcher's attitude is 'neutral'. The researcher does believe that the reading passages are a mixture of different cultures but Bangladeshi culture is focused more than other cultures. In Unit 17; lesson 1 'The Maghs'; p. 172, lesson 2 'The Eskimos'; p. 174, lesson 3 'The peaceful people'; p. 175, lesson 4 'The Manipuri's'; p. 178; in these texts other cultures are focused. For item 8 the researcher thinks that some of the passages in the textbook make the learners think critically regarding the topic. Unit 6; lesson 4 'Junk Food'; p. 63 here the learners may critically think the harmful effect of junk food, unit 22; lesson 1 'Crisis in the cities'; p. 213, lesson 2 'acid rain'; p. 215, lesson 3 'Trapped in a polybag'; p. 217, lesson 6 'The killing water'; p.218, these passages make the learners think critically regarding the topics. In this textbook some of the topics of the reading passages are really interesting for instance 'Pahela Baishakh', 'Junk food', 'A man with a mission', 'Opening a bank account' etc. But there should be more interesting topics for example 'Childhood obesity', 'Social networking', 'Olympic', etc.

The researcher disagrees with these items: 6, 7, 12, and 15. For item 6 the researcher thinks that the difficulty level of the reading passages do not rise gradually. It remains almost the same. For instance, unit 4; lesson 9 'A mishap' it is a moderate difficult passage, unit 7; lesson 8 'Eid Mubarak' it is also another moderate difficult passage, unit 9; lesson 3 'A letter from Nottingham' it is difficult passage but after that in unit 10; lesson 1 'Meeting Feroza', lesson 3 'Feroza's Tale' are easy passages. For item 7 the researcher thinks that the passages are source of vocabulary learning but not a good

source because there are a very few passages where the learners can learn new vocabulary. For item 12 the researcher believes that the reading passages are not below the learners' current level. For item 15 the researcher believes that the reading passages do not really provide the learners the way of questioning and interacting with the text. It is because we question and interact when the subject matter of the passages contradict with our views but in the textbook the researcher does not think that there is any passage which subject matter is contradictory.

The researcher gives her agreement for item, 2, 4, , 9, 11, 13, , 16 and 17. For item 1 the researcher believes that the reading passages in the textbook focus on a particular structure at a time. For example, in unit 3; lesson 1 only present tense is maintained and unit 4; lesson 5 only past tense is followed. The researcher believes the reading passages focus on a particular culture. For example, in Unit 1; lesson 4 'Pahela Baishakh'; p. 9, Unit 6; lesson 1 'What do I eat' p. 64, Unit 11; Lesson 1 'Lutfur's Day' p. 127, Unit 10; Lesson 1 'Meeting Feroza', 3 'Feroza's tale', 4 'A new sphere', Unit 11; Lesson 3 and 4 'Meena', 'Three Wishes' in all these reading texts Bangladeshi culture is focused. 'Lutfur's Day' is a passage on child labor and here by portraying Lutfar, the condition of a child labor is presented to the learners. Lutfar is a Bangladeshi boy and child labor is a very general topic and in this case the passage should be a general one which focuses on all the child labor through out the world. The researcher observes that the topics of the reading passages are quite familiar. Unit 1; Lesson 4 'Pahela Boishakh', Unit 6; lesson 4 'Junk food', Unit 7; Lesson 8 'Eid Mubarak', Lesson 9; 'Merry Christmas', Unit 8; Lesson 4 'Internet' these are some of the reading passages which appeared in the board

exams and these are really very familiar topics. After analyzing the whole textbook the researcher finds that the length of the reading passages is satisfactory. The researcher finds that there are varieties of reading passages in the textbook. For example, some of the reading passages are in a form of letter, some are in news paper article, some are in a form of interview etc. The researcher does believe that the passages require learners' background knowledge for comprehension. For example, for comprehending the passage 'Pahela Boishakh' the learners need to use their background knowledge of Pahela Boishakh. The designing patterns of the reading passages are almost same for every passage and the researcher thinks that it might seem boring to the learners. The subject matter of the reading passages is very much close to the real world. For example, deforestation, water pollution, and harmful effect of junk food these are some matters which are very common in the real world. There is enough visual support for the comprehending reading texts. The information and the story line of the reading passages are organized in a chronological order.

Part B: Reading Tasks

For this section the researcher disagrees with item 19 and 24. The researcher thinks that most of the reading tasks are not appropriate for the learners' current level. There are tasks which are really very easy and which are not appropriate for the learners. For example, unit 9; lesson 4 'Women at work' here the task 'C' (p. 100) is below the learners' current level. Then unit 10; lesson 3 'Feroza's tale' task 'B' matching it is also very easy. Unit 6; lesson 1, unit 7; lesson 9, lesson 2, lesson 1 all these tasks are easy and they are not appropriate for the learners current level. The researcher disagrees with the

statement that the reading tasks encourage the learners to work in a group because most of the reading tasks the learners are asked to work in pairs. For example, unit 3; lesson 3 'A school in town'; p. 28, lesson 4 'Sunshine KG School'; p. 29, unit 4; lesson 1 'Getting ready'; p. 31-32, lesson 7 'A strange man in the lift' p. 42, lesson 10 'Back home;' p. 47. Even in one lesson there are three activities where the learners are asked to work with their pairs (unit 4; lesson 7 p. 42 'B', 'C' and 'D') and in this way the tasks become boring for the learners.

For the rest of the items the researcher gives her agreement. For item 18 the researcher observes that there are varieties of readings tasks for example: fill in the blanks, true-false, matching, question-answer, paragraph writing, and spider diagram etc. For item 20 the researcher believes that the difficulty level of the reading tasks increases gradually because in the starting lesson the reading tasks are quite easy but in later passages the tasks become more critical. After the evaluation the researcher agrees with the item 21 and 22. These tasks "Write down your views about women's contribution to the development of our country" (unit 11; lesson 2; p.118) and "Do you like or dislike Muhammad Ali? Give reasons in favor of your answer" (unit 12; lesson 4; p.138), enable the learners to think critically as well as creatively. After analyzing the textbook the researcher finds that almost every reading passage is followed by pre-reading tasks. For example, unit 4; lesson 5; p. 38, lesson 7; p. 41, lesson 9; p. 44, unit 9; lesson 1; p. 93, lesson 2; p. 95. These are some examples of those passages where there are pre-reading tasks. The researcher agrees with the item 25 and 26. There are tasks in the textbook where the learners have to do listing and ordering. For instance, in unit 8; lesson 1; p. 83

the learners have to make a list of the works of a computer and in unit 10; lesson 5; p. 109 the learners are asked to rearrange a passage which is in jumble order. The textbook offers opinion based reading tasks. For example, in unit 18; lesson 4; p. 186 the task “Write a paragraph about what you can do for the elderly persons in your locality. Give your paragraph a title”, unit 12; lesson 3; p. 129, unit 10; lesson 4; p. 106, unit 10; lesson 2; p. 103 etc are some of the opinion based tasks. For item 28 the researcher believes that the comprehensive reading tasks in this textbook require the learners to just skim through the reading passage. There are many comprehensive tasks where the learners can easily skim through the passages and find the answer. The answers are directly given in the passages. In unit 6; lesson 1; p. 58, unit 7; lesson 2; p. 67, lesson 9; p. 82, unit 8; lesson 3; p. 88 etc are some of the examples of the comprehension tasks where the learners can easily find out the answers from the passages. For item 29 the researcher agrees with the fact that the grammar tasks (after reading passages) in this textbook are not enough and below the students’ level. In unit 9; lesson 4; p. 100 the learners are asked to fill the blanks with ‘have to or has to’, this task is not appropriate for the learners’ current level. For item 30 the researcher finds that there are very few reading passages which have while or during reading tasks. In this textbook the researcher finds while reading tasks in unit 18; lesson 3; page 184, unit 19; lesson 6; p. 186.

After the analyzing the results it is confirmed that the textbook has many positive aspects but there are some areas where the book needs to be modified. There are some problem in the reading passages and tasks as well but if the textbook board modifies them then it will be an excellent textbook. In the concluding chapter the researcher will provide

some recommendations on the basis of the teachers' survey and researchers own evaluation checklist.

Chapter 5: Conclusion and Recommendation

5.1 Conclusion

The main purpose of this study is to evaluate the reading materials (readings passages and reading tasks). Through this research the researcher tries to find out the research questions on the basis of the teachers' survey and researcher's own evaluation checklist.

5.2 Recommendation

To improve the reading materials in the text book the researcher came up with a few suggestions to overcome the weaknesses identified in the process of evaluating the book. The points are as follows:

- Most of the topics of the reading passages are very familiar for example Pahela Boishakh, Eid Mubarak, Meena, Internet, Computer etc. As these topics are very familiar, the students get bored reading the passages. The Textbook Board should include some interesting topics like Facebook, Earthquake, Superstition, Divorce and children, celebrity life etc.
- In this textbook there is a unit where the learners can read some poems but there is no unit for short stories or novels. The Board should include some

more literary texts in the textbook by which the learners can develop their habit of reading.

- In this textbook there is no historical reading material. The Board could include some reading materials on 9/11 incident or on our independent war.
- Comprehension tasks in the textbook should be developed because most of the comprehension tasks are directly from the passages and the learners just go through the passage and write the answers. There is no scope for them to think about the answers because they are in the passages.
- The Textbook Board should include while reading tasks because there is hardly any while reading tasks in the textbook.
- Grammar tasks following a reading passage in the textbook are not enough and they are below the students' current level. The Textbook Board should modify the grammar tasks and include some tasks which are appropriate for the student's level.
- In the reading tasks pair work is given most priority in this textbook. There is very few reading tasks where the students are asked to form a group and complete the task. There are also individual reading tasks. There should be more group work because pair work is more time consuming than group work

and also in our context class time is limited so if learners are asked to do group work then the teacher could utilize the time effectively.

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Appendices

Appendix 1

Teachers' Questionnaire Survey

A note for the teachers:

This questionnaire is designed for a study on an assessment of the reading materials of *English for Today* of class 9 & 10 for an undergrad thesis in English. Your co-operation is very essential for this study. I will highly appreciate it if you kindly fill in the questionnaire at your earliest convenience. The information you provide will be strictly confidential and used only for research purpose.

Personal Information:

Name:

Years of Teaching Experience:

Instruction:

Each of the items has 5 points scale where 1= **Entirely Disagree**, 2= **Disagree**, 3= **Not Sure**, 4= **Agree** and 5= **Entirely Agree**. Please circle the appropriate number for your desired opinion about each statement.

Part A: Reading passages

No.	Statements	Entirely Disagree	Disagree	Not Sure	Agree	Entirely Agree
1.	The reading passages focus only on a particular grammatical structure at a time.	1	2	3	4	5
2.	The reading passages focus on a particular culture.	1	2	3	4	5
3.	The reading passages are a mixture of different cultures.	1	2	3	4	5
4.	The topics of the reading passages are quite familiar.	1	2	3	4	5
5.	The length of the reading passages is satisfactory	1	2	3	4	5
6.	The difficulty level of the passages rises gradually.	1	2	3	4	5
7.	The passages of this textbook are a good source of new vocabulary learning.	1	2	3	4	5
8.	The passages make the learners think critically regarding the topic.	1	2	3	4	5
9.	There are varieties of reading passages in the textbook.	1	2	3	4	5
10.	The topics of the reading passages create interest of reading among the learners.	1	2	3	4	5
11.	The reading passages require learners' background knowledge for comprehension.	1	2	3	4	5
12.	The reading materials in this textbook are quite below the students' current level.	1	2	3	4	5

13.	The designing patterns of the reading passages are same for every passage (picture>passage>task)	1	2	3	4	5
14.	The subject matter of the reading passages is very much close to the real world.	1	2	3	4	5
15.	The reading passages provide the learners the way of questioning and interacting with the text.	1	2	3	4	5
16.	The reading texts offer enough visual support to aid in reading comprehension.	1	2	3	4	5
17.	In the reading texts the information, narrative or the story line is organized in a natural chronological order.	1	2	3	4	5

Part B: Reading tasks

No	Statements	Entirely Disagree	Disagree	Not Sure	Agree	Entirely Agree
18.	The reading tasks are varied from passages to passages.	1	2	3	4	5
19.	Most of reading tasks are appropriate for the learners' current level.	1	2	3	4	5
20.	The difficulty level of the reading tasks increases gradually.	1	2	3	4	5
21.	The reading tasks enable the readers to think critically.	1	2	3	4	5
22.	The reading tasks motivate readers/learners to think in a creative way.	1	2	3	4	5
23.	Every reading passage is followed by a pre-reading task.	1	2	3	4	5

24.	The reading tasks encourage the learners to work in a group.	1	2	3	4	5
25.	The reading tasks are designed in a way that provides different sub skills like listing, ordering etc.	1	2	3	4	5
26.	The reading tasks also require different types of reading e.g. skimming, scanning.	1	2	3	4	5
27.	The reading tasks enable the learners to give their opinion.	1	2	3	4	5
28.	The comprehensive reading tasks in this textbook (true/false, multiple choice, open-ended question) require the learners to just skim through the reading passages.	1	2	3	4	5
29.	Grammar tasks (after the reading passages) in this textbook are not enough and they are below the students' level.	1	2	3	4	5
30.	There is rarely any while/during reading tasks (e.g. predictions about the content of the text, list sequence of events or steps in correct order as a chart, correct a summary full of errors etc) in the textbook.	1	2	3	4	5

Item by item discussion of Teachers' Questionnaire Survey

In the teachers' questionnaire, the participants had to circle one option from five options for each item. In order to analyze the results, the responses had to be converted into mathematical figures as follows:

Strongly disagree = 1

Disagree = 2

Neutral = 3

Agree = 4

Strongly agree = 5

The results are presented in the table below:

(In all the boxes, the numbers on top indicate the number of scorers and the number at the bottom represents the score after the conversion into mathematical figures. Moreover, the mean score is calculated by adding all the mathematical figures at the bottom and then divide the score by the total number of scorer)

The details of the teachers' questionnaire survey are given below:

(For each item the number of total respondents was 20 teachers)

For item number 1 (The reading passages focus only on a particular grammatical structure at a time), no teacher chose 'strongly disagree' but 12 picked 'disagree'. Again no one chose 'neutral', 7 teachers selected 'agree' as their answer and only 1 teacher chose 'strongly agree'. The mean score is 2.85.

In item number 2 (The reading passages focus on a particular culture), 2 teachers selected 'strongly disagree', 6 teachers chose 'disagree', none of the teachers picked 'neutral', 10 of them went for 'agree' and 2 of the teachers selected 'strongly agree' as their answer. The mean score is 3.20.

For item number 3 (The reading passages are a mixture of different cultures), 2 teachers chose 'strongly disagree', 'disagree' was chosen by 11 teachers, none of the teachers select 'neutral', 4 teachers picked 'agree' and 3 teachers selected 'strongly agree'. The mean score is 2.75.

For item number 4 (The topics of the reading passages are quite familiar), none of the teachers selected 'strongly disagree' and 'neutral' as their answer but 3 teachers chose 'disagree', 13 of them picked 'agree' and 'strongly agree' was chosen by 4 teachers. The mean score is 3.90.

In item number 5 (The length of the reading passages is satisfactory), no teacher chose 'strongly disagree' and 'neutral' on the contrary 1 teacher selected 'disagree', the option 'agree' was picked by 10 teachers and 9 teachers chose 'strongly agree'. The mean score is 4.35.

For item number 6 (The difficulty level of the passages rises gradually), every two teachers among the 20 teachers chose 'strongly disagree', 'neutral', 'strongly agree' as their answer respectively. 6 teachers selected 'disagree' and 8 teachers picked 'agree'. The mean score is 3.10.

For item number 7 (The passages of this textbook are a good source of new vocabulary learning), only 1 teacher chose 'strongly disagree', 6 picked 'disagree', 3 of them

selected 'neutral' and another 3 of the teachers went for 'strongly agree' but 'agree' was chosen by 7 teachers. The mean score is 3.25.

For item number 8 (The passages make the learners think critically regarding the topic), 'strongly disagree' was selected by a teacher, 9 teachers picked 'disagree', none of them chose 'neutral' but 'agree' was chosen by 8 teachers and 2 teachers went for 'strongly agree'. The mean score is 3.05.

In item number 9 (There are varieties of reading passages in the textbook), no teacher selected 'strongly disagree' and 'neutral' as their answer. On the contrary 10 teachers chose 'disagree', 1 went for 'agree' and 9 teachers picked 'strongly agree' as their answer. The mean score is 3.40.

In item number 10 (The topics of the reading passages create interest of reading among the learners), 3 teachers went for the option 'strongly disagree', 7 selected 'disagree', 2 of them chose 'neutral' and again another 2 picked 'strongly agree' but 'agree' was chosen by 6 of the teachers. The mean score is 2.85.

For item number 11 (The reading passages require learners' background knowledge for comprehension), 2 teachers selected 'strongly disagree', 9 teachers picked 'disagree', 1 of them chose 'neutral' and another one selected 'strongly agree' but 7 teachers went for the option 'agree'. The mean score is 2.80

In item number 12 (The reading materials in this textbook are quite below the students' current level), 'strongly disagree' was selected by 3 teachers, 9 teachers picked 'disagree', none of them chose 'neutral' but 'agree' was chosen by 6 teachers and 2 teachers went for 'strongly agree'. The mean score is 2.75.

In item number 13 (The designing patterns of the reading passages are same for every passage (picture>passage>task), 2 teachers selected 'strongly disagree', 3 teachers chose 'disagree', none of the teachers picked 'neutral', 7 of them went for 'agree' and 8 of the teachers selected 'strongly agree' as their answer. The mean score is 3.80.

For item number 14 (The subject matter of the reading passages is very much close to the real world), no teacher chose 'strongly disagree' and 'neutral' on the contrary 2 teachers selected 'disagree', the option 'agree' was picked by 11 teachers and 7 teachers chose 'strongly agree'. The mean score is 4.15.

For item number 15 (The reading passages provide the learners the way of questioning and interacting with the text), no teacher chose 'strongly disagree' but 5 picked 'disagree', 2 teachers chose 'neutral', 8 teachers selected 'agree' as their answer and 5 teachers chose 'strongly agree'. The mean score is 3.65.

In item number 16 (The reading texts offer visual support to aid in reading comprehension), no teacher chose 'strongly disagree', 8 picked 'disagree', 2 teachers

chose 'neutral', 9 teachers selected 'agree' as their answer and only 1 teacher chose 'strongly agree'. The mean score is 3.15.

For item number 17 (In the reading texts the information, narrative or the story line is organized in a natural chronological order), no teacher selected 'strongly disagree', 1 of them chose 'disagree' and another one selected 'agree' but 7 teachers went for the option 'agree' and 2 teachers selected 'strongly agree'. The mean score is 3.95.

For item number 18 (The reading tasks are varied from passages to passages), no teacher chose 'strongly disagree' and 'neutral' on the contrary 3 teachers selected 'disagree', the option 'agree' was picked by 11 teachers and 6 teachers chose 'strongly agree'. The mean score is 4.00.

In item number 19 (Most of reading tasks are appropriate for the learners' current level), 'strongly disagree' was selected by 5 teachers, 3 teachers picked 'disagree', none of them chose 'neutral' but 'agree' was chosen by 11 teachers and 1 teacher went for 'strongly agree'. The mean score is 3.00.

In item number 20 (The difficulty level of the reading tasks increases gradually), no teacher selected 'strongly disagree', 11 of them chose 'disagree' and one selected 'agree' but 6 teachers went for the option 'agree' and 2 teachers selected 'strongly agree'. The mean score is 2.95.

In item number 21 (The reading tasks enable the readers to think critically), 1 teacher went for the option 'strongly disagree', 4 selected 'disagree', 3 of them chose 'neutral', 9 picked 'agree' but 'strongly agree' was chosen by 3 of the teachers. The mean score is 3.45.

For item number 22 (The reading tasks motivate readers/learners to think in a creative way), no teacher chose 'strongly disagree' and 'neutral' on the contrary 8 teachers selected 'disagree', the option 'agree' was picked by 10 teachers and 2 teachers chose 'strongly agree'. The mean score is 3.30.

In item number 23 (Every reading passage is followed by a pre-reading task), 2 teachers went for the option 'strongly disagree', 5 selected 'disagree', 2 of them chose 'neutral', 8 picked 'agree' but 'strongly agree' was chosen by 3 of the teachers. The mean score is 3.25.

In item number 24 (The reading tasks encourage the learners to work in a group), no teacher selected 'strongly disagree', 2 of them chose 'disagree' and one selected 'agree' but 15 teachers went for the option 'agree' and 2 teachers selected 'strongly agree'. The mean score is 3.85.

In item number 25 (The reading tasks are designed in a way that provides different sub skills like listing, ordering etc), no teacher selected 'strongly disagree', 7 of them chose

'disagree', 2 selected 'agree' but 8 teachers went for the option 'agree' and 3 teachers selected 'strongly agree'. The mean score is 3.35.

For item number 26 (The reading tasks also require different types of reading e.g. skimming, scanning), no teacher chose 'strongly disagree' and 'neutral' on the other hand 6 teachers selected 'disagree', the option 'agree' was picked by 11 teachers and 3 teachers chose 'strongly agree'. The mean score is 3.55.

For item number 27 (The reading tasks enable the learners to give their opinion), 1 teacher went for the option 'strongly disagree', 3 selected 'disagree', 2 of them chose 'neutral', 10 picked 'agree' but 'strongly agree' was chosen by 4 of the teachers. The mean score is 3.65.

For item number 28 [The comprehensive reading tasks in this textbook (true/false, multiple choice, open-ended question) require the learners to just skim through the reading passages], 3 teachers chose the option 'strongly disagree', 2 selected 'disagree', 1 chose 'neutral', 12 picked 'agree' but 'strongly agree' was chosen by 2 of the teachers. The mean score is 3.50.

For item number 29 (Grammar tasks in this textbook are not enough and they are below the students' level), 1 teacher selected 'strongly disagree', 3 went for 'disagree', 2 teachers chose 'neutral', 10 picked 'agree' but 'strongly agree' was chosen by 4 of the teachers. The mean score is 3.65.

In item number 30 [There is rarely any while/during reading tasks (e.g. predictions about the content of the text, list sequence of events or steps in correct order as a chart, correct a summary full of errors etc) in the textbook], no teacher selected 'strongly disagree', 11 of them chose 'disagree' and one selected 'agree' but 6 teachers went for the option 'agree' and 2 teachers selected 'strongly agree'. The mean score is 2.95.

Appendix 2

Checklist for Researcher

Part A: Reading Passages

1. Do the reading passages focus only on a particular grammatical task at a time?
2. Do the reading passages focus on a particular culture?
3. Are the reading passages a mixture of different cultures?
4. Are the topics of the reading passages quite familiar?
5. Is the length of the reading passages satisfactory?
6. Does the difficulty level of the passages rise gradually?
7. Are the reading passages of the textbook a good source of new vocabulary learning?
8. Do the reading passages make the learners to think critically regarding the topic?
9. Are there varieties of reading passages in the textbook?
10. Do the topics of the reading passages create interest among the learners?
11. Do the reading passage require learners'' background knowledge for comprehension?
12. Are the reading materials in the textbook quite below the students' level?
13. Are the designing patterns of the reading passages same for every passage?
14. Is the subject matter of the reading passages very much close to the real world?
15. Do the reading passages provide the learners the way of questioning and interacting with the text?

16. Do the reading texts offer enough visual support to aid in reading comprehension?
17. Is the information, narrative or the story line in the reading texts organized in a natural chronological order?

Part B: Reading Tasks

18. Are the reading tasks varied from passages to passages?
19. Are most of the reading tasks appropriate for the learners' current level?
20. Does the difficulty level of the reading tasks increase gradually?
21. Do the reading tasks enable the learners to think critically?
22. Do the reading tasks motivate learners to think in a creative way?
23. Is every reading passage followed by a pre-reading task?
24. Do the reading tasks encourage the learners to work in a group?
25. Are the reading tasks designed in a way that provides different sub skills like listing, ordering etc?
26. Do the reading tasks require different types of reading e.g. skimming, scanning?
27. Do the reading tasks enable the learners to give their opinion?
28. Do the comprehensive reading tasks in this textbook require the learners to just skim through the reading passages?
29. Are the grammar tasks (after reading passages) in this textbook not enough and below the students' level?
30. Is there rarely any while/during reading tasks in the textbook?

