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POSSIBILITIES for DEVELOPING FUNCTIONAL READING
SKILLS PROVIDED by EFL TEXTBOOKS (A COMPARATIVE
ANALYSIS of TEXTBOOKS by ESTONIAN and ENGLISH-
SPEAKING AUTHORS)

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PREFACE

The highly developed ability to read effectively is extremely important life-coping skill. The present paper is dedicated to the possibilities for developing functional reading skills provided by EFL textbooks used at the upper-secondary stage of Estonia. The main focus of this paper is on the significance of reading skills' development in EFL class through studying the strategies of reading for different purposes, such as intensive reading, getting overall understanding of the text, searching for specific information or completing reading tasks of English exam paper; and analyzing some of the study materials available for students at upper-secondary schools in Estonia. The main goal of the thesis is to find out whether the textbooks of English for high school in Estonia are supportive to the development of functional reading skills of the student, analyze the textbooks and make suggestions on the way the textbooks can be used to develop functional reading skills.

The paper consists of the Introduction, two core Chapters and the Conclusion. The Introduction points out the significance of the theme of this paper, explains the practical meaning and importance of reading skills to the life and study. It also gives brief classifications of reading types according to the reader's purposes to deal with the text.

Chapter I, which is the theoretical part of the thesis, introduces the theoretical background of functional reading skills. It also considers the significance and strategies to develop functional reading skills at the upper-secondary school level due to the demands of the corresponding level of English syllabus in Estonia. Chapter II, which is the practical part of the paper, presents the results of comparison of the textbooks of English by Estonian authors and international English textbooks used in high schools of Estonia. The Conclusion sums up the results of the research and comments on the hypothesis.

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LIST OF ABBREVIATIONS

EFL – English as a foreign language

ESL – English as a second language

ELT journal – an international journal for teachers of English to speakers of other languages

AWP – ALL THE WORLD'S A PUZZLE

10, AWP 10 – AWP FORM 10

11, AWP 11 – AWP FORM 11

12, AWP 12 – AWP FORM 12

Pre, Matrix Pre, the Pre-Intermediate – Matrix Pre-Intermediate Student's Book

Inter, Matrix Inter, the Intermediate – Matrix Intermediate Student's Book

Upper, Matrix Upper, the Upper – Matrix Upper-Intermediate Student's Book

First Cert, FCE Handbook – Cambridge English First for Schools: Handbook for Teachers

Exam Centre - the site of National Examinations and Qualifications Centre of Estonia

Exam papers – materials of real state examinations of English in Estonia

INTRODUCTION

Significance of the Theme of the Paper

There are several reasons to claim that the topic of functional reading skills has significant meaning and should be studied in this thesis. In general, ability to deal with all the variety of the texts effectively is one of the basic peoples' needs nowadays. Reading is one of the main sources for people to get information. Therefore, it seems to be important to study the information about the reading skills and its functional competences in particular and collect the main features of the corresponding present-day theory all together to point out the essence of the functional reading skills and ways to develop them.

Moreover, being a student of the Division of Foreign Languages of Narva College of Tartu University and studying English language and pedagogy with intention to become a teacher, the author of this BA paper has a personal interest to the teaching English at the upper-secondary school level. That is the second reason for the functional reading theory and possibilities for developing functional reading skills provided by EFL textbooks used at high school level to be under discussion in this paper.

Finally, this thesis is the first investigation of that kind in Narva College, so the idea to unite the main information about the functional reading skills and study the textbooks on the correspondence with the EFL learners' reading competences' needs can be viewed as clear and justified.

Practical Meaning and Importance of Reading Skills for Life

According to the Program for International Student Assessment (PISA) 2009, reading skills are defined as understanding, use, reflection and interpretation of the written text in order to be able to achieve the reader's goals, develop his/her knowledge and skills and participate in life of society. The online Merriam-Webster dictionary among the others definitions gives the verb "read" an explanation as "to learn from what one has seen or found in writing or printing". In other words, reading skills mean person's working with written/printed text ability and that competence, which is based on the willing to look at and understand something printed or written ("read" in Longman Active study Dictionary of English, 1991: 556), takes important part in a human life.

Dealing with different sorts of texts is inevitable component of contemporary environment. Texts surround people everywhere. There is a great variety of texts people meet in their life. Apparent from different sorts of books, dictionaries, newspapers, magazines and written and typed advertisement, people deal with letters, timetables, recipes, instructions, signs and

directions on the road, even mathematic texts with numbers and signs, etc. Christine Nuttall gives two ways for texts to be classified according to its format. She marks a text of several sentences as a linear text and suggests the word “figure” to call a text in form of some image, for instance a picture, table or a graph (1996: 45).

As Marilyn Berry (1981: 7) marked, dealing with texts is a daily routine for people. That makes reading skills to be important component of successful life of a person in a modern world.

Practical Meaning and Importance of Reading Skills for Learning

Reading competences are probably developed mostly at schools. Being a basic learning skill, reading is closely connected with studying. Learning process implies huge amount of paper work and dealing with reading. It may be said that different kinds of texts make up an unavoidable part of everyday school life. In opinion of Marilyn Berry (1984: 9) reading is a key and the easiest learning instrument. According to her words, practically all the subjects that pupils and students have involve some reading in their study process. Such an environment supports this thesis with evidence that reading skills are essential survival competences for every studying person to get and interpret information in the right way, what increases the meaning of ability to read effectively while dealing with learning processes at schools, for example.

In addition to that, Lindsay and Knight (2010: 70) notice, that reading provides language learners with a significant support in their language study and practice. That allows the author of this paper to emphasize the role of reading skills for overall development of a person and language learning process in particular.

Effective Reading Skills as a Competence of the Student of EFL Class

As Cora Lindsay and Paul Knight (2010: 70) have claimed, reading skills are highly valued in terms of learning and improving language. That is why it is important to study productive ways to read different texts for different goals and to provide students with satisfying study materials in EFL class.

The significance of reading skills is also marked by the fact that a number of ELT journal articles have been dedicated to the topic of reading for developing foreign language skills and giving advice for teachers of English. For instance, John Macalister (2011: 162-169) in his article “Today’s teaching, tomorrow’s text: exploring the teaching of reading” gave the tips to improve the reading lesson in order to learn the language and develop reading skills at the same time. The article of Dale Brown (2009: 238) “Why and how textbooks should encourage extensive reading” claims that “Extensive reading has been proclaimed as, ‘the single most effective way to improve language proficiency’.” and in connection with that texts for reading

should be viewed as an obligatory content of the textbooks. In addition to that, Bruce Milne (2009: 46) in his article “The reading experience” in the English Teaching professional Magazine mentions, that great amount of theorists and teachers support the idea of extensive reading with aim to improve foreign language level.

Moreover, the Estonian National Curriculum requires from pupils who are close to finish school some foreign language knowledge in correspondence with international demands for language speakers, what includes some reading skills as well and is a sign of remarkable importance for English learners to develop reading skills. In details, correspondently to the Estonian National Curriculum, basic school leavers should be confident and independent in corresponding to their age authentic English language environment and have reading skills developed for at least B1.2 level while upper-secondary schools graduates must have their reading skills counted for at least B2.1 level to follow the standard of competences needed from the upper-secondary school leavers.

Finally, English textbooks, workbooks and provided by a teacher handouts are nothing but written/printed materials to be read at first. Reading is one of the main tools for getting information and learning at all, including English lessons. That leads to the idea that in some sense success of EFL learner depends on his/her ability to work with texts productively, in other words, the better reading skills bring the better study results.

Classification of Types of Reading According to the Purposes for Reading

Different sources provide people with variety of classifications on purposes to read. According to Françoise Grellet (1991: 4), getting pleasure, getting information and working with it are basic needs for people to read. Lindsay and Knight (2010: 72) have suggested to subdivide reading for information into reading for general meaning and reading for detail. They also mark getting pleasure as one of the goals for people to read. It may be said that reading for pleasure differs from reading for getting either generalized or specific information more than the last two from themselves. Another classification was given by Marilyn Berry (1984: 11-29), who distinguishes three sorts of reasons for reading: recreational, practical and learning purposes. According to her, reading poetry, fiction and periodicals is a relaxing entertaining activity, called recreational reading. Reading advertisement, personal messages, recipes, directions and other things for daily casual needs forms practical reading. Finally, reading for work with study materials and dealing with schoolbooks is thought to be another special type of reading. All in all, entertainment and practical goals can be viewed as two major kinds of purposes to deal with a text. All the others subdivisions can vary.

Research Aim and Hypothesis

The aim of this paper is to find out whether the textbooks of English for upper-secondary schools in Estonia are supportive to the development of functional reading skills of an average student, analyze the textbooks of ALL THE WORLD'S A PUZZLE and the Matrix textbooks and make suggestions on the way the textbooks can be used to develop functional reading skills. The hypothesis sounds as follows: textbooks of English for upper-secondary school in Estonia do not provide students with sufficient support to develop functional reading skills.

Justification of the Choice of the Textbooks for the Analysis

There are two sets of three English textbooks (six EFL textbooks in total) to be analyzed in the Chapter II of this paper. One set of EFL textbooks goes under the name Matrix and includes the following three parts: Matrix Pre-Intermediate Student's Book by Kathy Gude and Michael Duckworth (2010), Matrix Intermediate Student's Book by Kathy Gude and Jayne Wildman (2010) and Matrix Upper- Intermediate Student's Book by Kathy Gude and Jayne Wildman (2010). Another series of EFL textbooks is named ALL THE WORLD'S A PUZZLE and consists of the following three books: ALL THE WORLD'S A PUZZLE FORM 10 by Merike Saar and Margarita Hanschmidt (2004), ALL THE WORLD'S A PUZZLE FORM 11 by Merike Saar and Margarita Hanschmidt (2001), ALL THE WORLD'S A PUZZLE FORM 12 by Merike Saar (2001).

There are several reasons for the author of this paper to choose all the listed textbooks for the analysis. First of all, these textbooks are represented in the list of the upper-secondary school textbooks recommended by the Estonian Ministry of Education and Research. Secondly, the ALL THE WORLD'S A PUZZLE textbooks are published to satisfy needs of the pupils who study English as their second language, while the Matrix textbooks are considered to be both ESL and EFL textbooks, what can be viewed as an important factor, since the status of English language subject can vary in Estonian schools depending on the form when pupils begin their English language study. The opportunity to study series of textbooks used in both ESL and EFL classes allows the author of this research paper to get a fuller understanding of the situation and get more thorough results, which can be of interest for a wider group of people. Furthermore, these textbooks are in use of upper-secondary schools in Estonia today. Finally, as long as ALL THE WORLD'S A PUZZLE books have been published in Estonia by Vaba Maa and the set of the Matrix textbooks has been published in China by Oxford University Press, exactly these six textbooks are to be analyzed because the results of the analysis can be useful in terms of comparison of EFL textbooks by Estonian and British authors.

2. CHAPTER I THEORY ON FUNCTIONAL READING

2.1 Introductory word

As Barbara Hawkins (1991: 169) mentioned, complexity and difficulties of reading skills stand them out of the others skills. This idea can lead to a more profound understanding of significance of a help dealing with reading students should have during their study, at English as a foreign language lesson in particular. “In fact, reading is often the chief goal of learners in countries where English is taught as a foreign language.” (Dubin & Bycina 1991: 195).

There are two main divisions of functional reading skills taught during the EFL/ESL classes in the focus of this thesis paper: reading skills for educational purposes and practical reading competences for life. Finally, many students choose English as one of their final state exams and since 2014 (В 2014 году порядок сдачи госэкзаменов изменится. [The procedure of examinations will be changed in 2014.] 2012: 1) they all are obliged to pass a foreign language exam, which presumably will be English in a majority of cases. It can be said that the EFL/ESL examination will compulsorily include assessment of their reading skills as well.

2.2 Reading for the Purpose of Learning

In a contemporary methodology of teaching English as a foreign language reading for academic purposes is considered to be among the most discussed phenomenon (Dubin & Bycina 1991: 195). There are some cases when English is used as a tool for learning some subjects or working with academic sources. Even though a present-day school curriculum makes students study the content of a number of subject in Estonian, not in English, there should exist an overall understanding that English can be largely used in the future life of Estonian students in the field of getting further education, especially since many people go abroad in order to get a higher education or study some subjects in English at Estonian Universities. Moreover, it can be taken as an evidence that students of Tartu Miina Härma Gümnaasium have a number of taught and studied in English subjects, at the upper-secondary school level in particular. So, as Fraida Dubin and David Bycina (Ibid.) marked, English language is widely used as a basic instrument of studying in the ESL and EFL classes nowadays. In addition to that, there is a need to develop skills of working with an academic type of literature, at least to make the public awareness of a scientific style widened and strengthen the ability to deal with an academic writing of those who have intention to continue their education at universities and other institutions of a higher education.

In order to develop reading skills, students should be given both practical reading tasks and strategies on efficient reading for learning purposes (Ibid: 200). In conclusion, EFL textbooks should contain a wide variety of reading texts and exercises to develop and support reading skills

of students, as long as level of reading competences influences the success of person's study and future life.

2.3 Academic Reading

It can be supposed that aimed at getting tertiary education in English high school leavers will have an academic reading course included into their syllabus. However Bowler and Harrison (2007: 55-57) are convinced, that there is a number of academic skills that should be trained in advance by the willing to get a higher education students. Reading skills are among them and include predicting content, skim-reading, scanning, both intensive and extensive reading, ability to get the main message and identify so called topic sentences, skills to use the context to comprehend the meaning, ability to distinguish facts and assumptions and to understand goals and target audience. Competences to read graphs and statistical data, use dictionary and guess the meaning of words from the content are also included into the list of academic skills. Remarkably that proficiency in these skills is also needed to pass the state examination at the end of a high school successfully. It is also appropriate to mention, that the FCE Handbook for teachers (2012: content and overview) expects the examinee to be capable of getting the specific information as well as be experienced in the analysis of such aspects like structure and mood of a text.

However reading skills themselves make up just a part of an academic proficiency. Another part of academic competence implies awareness of special terminology, concepts, in other words what the main aspects of academic reading are. Ananda Tilaka Sekara lists such aspects of academic reading as thesis sentence, main idea, supporting details, reference, inference/implication, comparison/contrast, analogy/simile, definition, nonlinguistic information, generalization, classification, description, hypothesis, claim with evidence, argument and writer's opinion/intention (1987: 122). Thought these points are a part of a course in reading for academic purposes at university level, acquaintance with them during course of English at high school can be seen as advisable.

2.4 Reading for Life-Coping Competences

Since everyday activities can be rich in dealing with various texts of practical meaning, it can be claimed, that there are some reading skills what have extreme meaning to the life of every person. Competence to work successfully with printed media, phone messages, advertisement and others texts of that kind is though to be basic text-coping skill. That results in security and simplicity of life (Berry, 1984: 17). Furthermore, as it is mentioned by Grellet (1991: 8), reading

is usually linked with other skills like speaking, listening and writing. Therefore, corresponding type of functional reading should take place during EFL/ESL course.

School education in Finland is thought to be among the best in the world. (Почему финское образование – лучшее в мире? [Why is Finnish education the best in the world?] 2012: 1) Some people think, that the practical aspect is one of the keys of its success, for example the idea of the words of a significant figure in the fields of Finnish education and culture Pasi Sahlberg can be understood as follows: the main task of a school in Finland is to care about pupils and teach not how to pass the tests, but how to learn. (Образование мира. Финские школы – лучшие в мире. (2011: the last paragraph); Pasi Sahlberg on Equity and Finland's Education System. (2012: 8 min 39 sec)). This point of view means that ability and competence to function effectively is of an extremely high value, what seems to have a connection with necessity to develop reading skills for successful life, in case of this thesis paper, including practical English reading skills. That means that skills of dealing with different varieties of everyday life texts should be under consideration in EFL/ESL studying. The relevance of that claim can be proved with the dedicated to the use of authentic literature in EFL bachelor's paper of Kristi Võhmar (2006: 6) where the author quoted to Kilickaya (2004): „One can learn a language as well as study some cultural peculiarities even by looking at theatre or bus tickets, advertisement, greeting cards, cooking receipes etc”. That depicts and marks the meaning of authentic texts of practical sence in process of English language learning and shows the relevance of corresponding samples and tasks with text in content of course textbooks.

2.5 Reading Skills at EFL Examination

From the personal experience of the author of this paper it can be stated that reading tasks at language exams are aimed at checking the level of different reading skills of a person. First of all, exam comprehension tasks include problems on both general and detailed information, as well as reveal ability of examinee to control his or her reading rate and choose the most suitable reading technique. Moreover, it can occur that the student has to make an educated guess what meaning of a new vocabulary is. Finally, exam is a kind of a stressful experience for a reader, leaving the school student of an upper-secondary level in particular. To conclude, special types of exam tasks can be viewed as features of a particular type of dealing with texts in extreme conditions with especial need to be a success. Concerning this, the Cambridge FCE Handbook among the other things strongly recommends teachers of English to master their students in scanning and skim-reading as a part of preparation for their forthcoming examination (2012: 9). All these factors together make an exam reading part to be an outstanding experience and students should be prepared for it in advance. Therefore, it seems to be important to investigate

whether EFL textbooks provide enough opportunities for the upper-secondary school students to pass their exam successfully or not.

2.6 Reading Strategies: Skimming, Scanning and Thorough Reading

Different authors like Lindsay and Knight (2010: 71-72), Marilyn Berry (1984: 36-38), Françoise Grellet (1991: 4), Christine Nuttall (1996: 48-50) mention two main functional reading strategies to work with a text: skimming and scanning. Françoise Grellet (1991: 19) characterizes these two techniques as essential fast reading skills of getting either an overall understanding of the text or some important details correspondently. According to Grellet (Ibid.), both skimming and scanning can be used together and complement each other while working on a text, since they provide the same opportunity to read quickly and reveal different aspects of a fast purposive reading. Grellet (1991: 4) also gives a wide explanation of intensive reading, which also goes under the name of thorough reading in this paper, as reading for details. However The Learning Center Academic Skills Resources on the website of The Learning Centre at the University of New South Wales marks, that this is a special type of a careful reading that cannot be substituted by skimming and scanning (paragraph 3). All in all, skimming, scanning and thorough reading are three main conceptions of functional reading in this thesis paper. Use of every strategy can be trained with a help of various reading tasks.

An earlier mentioned number of authors all together give an explanation of skimming as a way to get a general idea of a text. Lindsay and Knight (2010: 71-72) name a quick looking through a book, headlines of articles of a newspaper or a blurb on the back cover of a book as examples of skimming – quick reading for the main idea of a text with no need to go deeper into details. Marilyn Berry also describes skimming as a selective reading of some extracts of a text with intention to figure out the essence of it. Grellet (1991: 19), as well as Lindsay and Knight (2010: 72), mentions that skimming is a strategy to understand the value of a text in terms of the reader's needs and interests. Longman Dictionary of Language Teaching and Applied Linguistics (1992: 322) supports this understanding and defines skimming like “a type of rapid reading which is used when the reader wants to get the main idea or ideas from a passage.”

Different sources define scanning as a technique of a quick search for particular information, mainly like names, dates, time and other details. So Lindsay and Knight (2010: 72) use images of searching for a word in a dictionary, looking for the time a TV program begins at and searching for what we need in a telephone directory as an illustration of scanning. As a conclusive definition can be used a notice from the earlier mentioned Learning Center Academic Skills Resources (paragraph 3) which specifies scanning as a quick way to look through a lot of materials with making stops to read only when the needed information has been noticed.

Definition from Longman Dictionary of Language Teaching and Applied Linguistics (1992: 322) is the following: “a type of speed reading technique which is used when the reader wants to locate a particular piece of information without necessarily understanding the rest of a text or passage.”

Intensive reading is a kind of a slower and more careful concentration on a piece of reading, according to the Learning Center Academic Skills Resources (paragraph 4). Svetlana Gostištševa in her graduation thesis “Intensive reading as a part of English Literature class” (2004: 17) points out that the idea of intensive reading is in a precise understanding of a content. In other words, it is a thorough reading. Inna Heinonen (2004: 11) also explains this type of reading strategy to be aimed at both getting the overall understanding of the basic points of a text and paying attention to the details in it. Finally, according to Longman Active study Dictionary of English (1991: 133), the main features of intensive reading are “a slower speed” and “a higher degree of understanding” in comparison with extensive reading.

According to Piret Kärtner, different strategies of skimming, scanning, and thorough reading should be used dependently on types of texts and purposes to deal with them (2000: 14). So there is a variety of types of recommended as tools for forming and improving one or another reading skill tasks in the dedicated to the reading skills’ development methodological book for foreign language teachers by Kärtner. For example, a number of tasks are aimed in a possibly fastest understanding of an overall idea, in other words they suppose skimming to be a basic training strategy. In order to form and improve skimming skills, students can repeatedly complete following tasks: offer a headline or choose from the list the most suitable one; give a name to each paragraph of a text; find the most important sentence of every paragraph; discover if some information is mentioned in a text or not; make a short summary of a text; choose the most suitable picture/diagram/scheme for a text; put related to the text pictures in the correct order; find the differences between the text and the picture; make a picture according to the text; answer some general questions according to the text. (Kärtner 2000: 16-17)

Scanning strategy training tasks should be based on a quick search for some exact information. For instance, pupils should be given such tasks like to find corresponding foreign words from the text to some mother-tongue words; to count in a text frequency of a word; to find the paragraph related to one or another topic; to match words with their definitions; to find antonyms and synonyms; to find all the words of a particular grammar structure; to find names and dates; to find all the related to the topic words, find 5 words that start with a letter...; to discover what extract removed phrases belong to; to check if there are such names/ dates in a text like...; to fill in the table according to the text. (Kärtner 2000: 17-18)

Some examples of tasks for improving thorough reading skills can also be found in the book by Kärtner. With a main goal to understand a text both fully and in details, pupils are supposed to complete exercises and tasks that are based on filling the gaps in, searching for something, matching, making decisions, putting in the correct order and tasks on doing something else. The listed types of tasks can be seen as a common classification.

Filling-in problems can be illustrated by the following tasks: fill the gaps in the text (with your own words or with given words from a word bank, or choose one proper word among several options); finish/ begin sentences with given variants. The next type of thorough reading tasks are search-based tasks: find and correct some mistakes; find what text/paragraph these ideas/thoughts come from. Task on matching can vary greatly and be as in the following examples: match pictures with texts; match the beginning and the end of sentences; matching-based questions and answers/appeal and reaction; match texts with removed parts of it. Tasks on making some decisions can be illustrated by the following tasks: decide where the sign can be met (with multiple-choice answers); choose a correct answer/end of a sentence from multiple-choice variants. These are examples of tasks on the right order: order letters in a word/ words in a sentence, sentences/ extracts in a text; distinguish two texts and put sentence in the correct order. There are some examples of so called do-tasks: make a sentence from the main words as it is in a text, distinguish sentences from two texts and make these two texts up, answer these questions after reading the text, make categories from text words/sentences, read these sentences one by one and put needed punctuation marks in; read gibberish conjoint words and make them into proper words, read the text sentences one by one and recognize the words with some missing letters, make a plan of a text. (Kärtner 2000: 18-21)

2.7 Reading and EFL Textbooks

As Kristi Vöhmar (2006: 6) mentioned, to have a constant contact with native speakers is the best way to learn a foreign language and at the same time the majority of people have to learn a language in opposite circumstances with lack of natural language environment. As long as EFL/ESL lessons are usually conducted in a specially created for a language learning environment, they imply a significant number of reading for language skills development. The extensive reading is out of the topic of this thesis, while the support of functional reading skills, including reading for studying, completing the reading part of an exam paper and dealing with texts of a practical use, seems to be an issue to discuss and investigate. According to a common logic and sense and as it was mentioned by Piret Kärtner (2000: 13), a proper textbook with a suitable reading material is a basic instrument for foreign language learners to begin their reading skills' development. Thus, significance of effective reading skills seems to be clear and,

consequently, EFL/ESL textbooks, being a basic tool for language learning, are to be studied in order to find out whether they are helpful and supportive in terms of development of functional reading skills at the level of the upper-secondary school or they should be somehow improved to satisfy needs of English language learners.

There are some important aspects that help to understand the quality of a language textbook in connection with functional reading skills. The direction of investigation in this thesis paper poses such aspects like types of texts, types of tasks, instructions on reading and authenticity of materials as important for an EFL/ESL study components.

Thus, in the opinion of the author of this paper, textbooks should provide materials to widen the pupils' awareness of various types of texts that can be met in real life at all and during their period of study in particular, what obviously includes reading materials similar to the type and content of reading parts in tests and examinations.

So, when it comes to the tests and exams, according to the list of advice on how to prepare students for an FCE examination in the FCE Handbook for teachers (2012: 8), students are supposed to be familiar with an exam task and instruction given in it in advance. In connection with that main strategies to deal with different texts and tasks should present in textbooks as well, because as it is mentioned by Christine Nuttall (1996: 212), "teachers should test what they teach. <...> ...teachers should teach what they test." In other words, there is an obvious need to prepare pupils toward tests and exams they are supposed to pass. Grellet (1991: 9) also marks the necessity to teach students the ways to work with texts so that they later could successfully cope with reading on their own. At the same time Dubin and Bycina (1991: 202) mark that just providing the students with a related to the text questions does not always imply their skills development but rather stands for testing them. That all seems to support the idea that textbooks, being a basic instrument for teachers to work, should contain some material to teach as well as provide some ways of checking and testing reading abilities of pupils. For example, when it comes to academic reading practice, Bill Bowler and Richard Harrison (2007: 57) claim that students should be acquainted with the strategy they practice through one or another task. These two authors suggest that awareness of the practicing reading skills leads to the higher reflectivity of students. Coming back to the testing of already formed skills, it was recommended in the FCE Handbook for teachers (2012: 8) to offer the students a diversity of questions, since it fosters development of ability to use various reading strategies. To conclude all the mentioned points, a possibly wide variability of both texts and tasks on them should be represented in textbooks to support the needs of students in development of functional reading skills.

In addition to that, the author of this paper is convinced that language textbooks should include authentic materials. Such a view on an EFL/ESL textbook is formed under the influence

of dedicated for the reading skills development and English language teaching sources. For example, it is highlighted in the practical guide to reading comprehension exercises by Françoise Grellet (1991: 7) that every possible opportunity to deal with authentic texts should be used. That kind of subject content would definitely be advantageous in terms of the value of the studying materials. Other people also stand for the use of original materials. For instance, Rose Senior (2005: 71) points out that use of authentic materials may increase motivation of pupils to deal with tasks. To provide ideas with examples of original texts she mentions media articles, advertisements, information for tourists, related to food and cooking texts, for instance, some menu and a recipe. These types of texts can be usually met in a language textbook. However it can be problematic for the textbook creator to put 100% authentic, without any changes, original material in the textbook. So Grellet (1991: 8) notices that textbooks materials, being a reprint of texts from different mixed sources, can not be taken as fully authentic, since they appear in a new context and design. Still, it seems to be more preferable to have taken from an authentic source and edited texts in the textbooks rather than not to have them at all, since “classroom activities should reflect our reality and go parallel the real world” (Heinonen 2004: 10).

3. CHAPTER II DEVELOPMENT OF FUNCTIONAL READING SKILLS IN TEXTBOOKS

3.1 Methodology of the Research

The first stage of the practical research was to make a list of criteria for the further textbooks analysis. For that purpose the theoretical background from the Chapter I has been taken into consideration and various exam materials have been analyzed. As a result of that, the analysis of the textbooks begins with the analysis of the offered by the textbooks creators themes and topics according to the contents.

The main part of analysis and comparison of the AWP and the Matrix series of textbooks has been done on the basis of presence of such categories like explanations of functional reading strategies and skills, presence of typical kinds of texts and basic tasks that occur in the reading part of English language examination and presence of related to the skimming, scanning and thorough reading tasks in these textbooks. The outcomes of this investigation have been later depicted in four tables under the corresponding titles. In addition to that tables are followed by commentaries and more detailed information.

It has been already noticed in the Chapter I that in reality such skills like listening, reading and speaking quite often cross with some need to read (p. 10). Regarding this actual for the real life phenomenon, it has been decided to take into account not only the mentioned in the contents and specially planned pieces of reading, which are usually accompanied with preceding and following the texts tasks, but also the implying some reading tasks on grammar, vocabulary and listening. Thus all the supposed to be read texts, either specially for reading or in frame of Use of English and listening has been attentively looked through. At the same time the types of the texts have been analyzed through all the provided by the textbooks materials as well. This was made in order to get a deeper understanding of the basic practice of reading that is supposed to take place during an English course with use of these textbooks.

3.1.2 Criteria for the analysis of textbooks

First of all, since there is a constant need for a language learner to expand his/her lexicon, the analysis of the textbooks begins with the analysis and comparison of their thematic contents. This part of the analysis is goaled in finding common and different points of two sets of textbooks and is thought to be important because the success of reading is directly connected with the vocabulary of a reader.

Secondly, as long as results of a language examination are among the main indicators of the language level and skills pupils have, it has been decided to look through all the available

materials of state examinations of English in Estonia in period from 2000 to 2012 and corresponding preparatory materials from the site of National Examinations and Qualifications Centre of Estonia and make a list of main range of texts as criteria for the further analysis of the AWP and the Matrix sets of textbooks. The types of texts from materials of FCE reading part have also been included into this list, since according to the Estonian national curriculum the ESL learning pupil of the upper-secondary school is supposed to reach B2 level of English by the end of his study. As a result, the checklist of fundamental for the textbooks analysis types of texts involves newspaper and magazine articles, an interview, a review, a plot, an essay, some instructions, an official form, fiction, advertisement, correspondence, news, a notice, a report and info materials like brochures, guides and manuals. Presence and absence of these types of texts are one of criteria to make conclusions about value of the textbooks.

Another aspect of analysis is based on represented in the textbooks types of tasks. There are a number of tasks that repeatedly take place at English examination and make up a core of the ways to test the reading skills a person has. Tasks based on multiple-choice, removed parts and matching are usually supposed to be met in the reading part of English exam. Multiple choice tasks are often represented by questions with answers true, false or no information. Task on removed parts can also go under the name of a gapped text. Matching-based tasks can vary and include multiple matching. All this variety of typical for exam tasks is used as the foundation of the analysis of tasks in the AWP and the Matrix series of textbooks. In order to prove the presence of tasks pages with them will be given for every textbook.

The following explanation of phenomena of tasks with multiple-choice answers, gapped text, multiple matching is given according to the information about format of the tasks of the FCE examination reading part in the Cambridge FCE Handbook for teachers (2012: 8). So, the multiple-choice is a kind of a task with aim to choose the right answer to related to some text questions out of several given variants.

A gapped text constitutes a piece of reading with several missing sentences. These sentences are removed from the texts and given in a mixed order, so that the reader could show his/her ability to understand the structure and content of the text and restore its original state. This task is usually complicated with a help of extra sentence that does not belong to the text.

The idea of multiple matching consists in a choosing the proper source of some pieces of information. That means that a number of points, sentences or questions are given to be linked with a part of a text or with the one out of several texts they relate to.

The idea of such types of tasks like based on jumbled parts of a text, true-false-no information answers and questions with short answers seems to be understandable due to their names. These last three types of reading tasks were included into the list of possible for 2010

English exam reading paper tasks in the exam format description (2010: 3) and the following commentaries can be given on them. Tasks with aim to show the readers competence to investigate whether the information is true, false or is not available from the text are a kind of multiple-choice task, as it provides three options to give an answer. The essence of the based on jumbled parts task is in making out of jumbled parts a proper logically built text. Finally, short answers in the reader's own words can be supposed to be given to complete the question-based task.

Analysis of available Estonian English examination materials has shown, that practically all of the listed tasks, except for the task with jumbled parts, have repeatedly occurred in the real state exam papers 2000-20012 and that is the reason for the author of this paper to include them into the list of criteria of the AWP and the Matrix textbooks analysis. The results of state exam papers analysis on presence of types of tasks and texts can be found in the Appendix 1 and the Appendix 2 correspondingly.

3.2. Results of the Research

3.2.1 Analysis and comparison of the thematic contents of the textbooks

Since the ability to cope with texts on different themes depends on the readers' vocabulary, it seems to be logical to study the variety of themes and vocabulary that make up the cores of the textbooks. To be exact, the contents of the textbooks have been analyzed.

The comparison of these six textbooks can be started with a notice, that the number of main themes is different in two series. Every AWP textbook has 5 large themes whereas the content of every Matrix textbook is dedicated to ten of them. Another significant difference is in the arrangement of thematic content. All three AWP textbooks have the same basic themes (The United Kingdom, The world we live in, Young consumers, Environment and Media) and vary in aspects of these fields from book to book, while the textbooks of the Matrix set seem to have more varied way to mark and develop leading themes in them. Another difference lies in the fact, that AWP textbook seem to be build as a connected depended on each part set of materials, where themes and topics do not repeat, while every textbook of the Matrix series seem to be more self-sufficient and some topics can be represented not only in different textbooks, but in different chapters of one book as well.

To illustrate the variety of themes in the Matrix series, general themes of the Matrix Pre-Intermediate include Communication, The big time, Home and family, Body and soul, The world ahead, New horizons, A sporting life? Strange but true, Times of Change and Off to see the world. The contents of the second book of the Matrix series mention such themes like In the mind's eye, A sense of identity, Times past, Small beginnings, Fame and Fortune, Taking risks,

Means of communication, What if..?, Traveler's tales and The right choice. The leading themes of the Matrix Upper-Intermediate textbook are Powerful images, Natural reactions, Media matters, A helping hand, Success stories, Mystery and imagination, Let's unwind, The way ahead, Wisdom and Knowledge, Divided loyalties.

One more important thing to be mentioned is the fact that there are common for both series topics. For instance, both series include related to the traveling and tourism pages. However while the Matrix series contains texts about traveling and tourism in each of its three textbooks, mainly the textbook for the 10th form concentrates materials on this topics in the AWP series. Another common for two sets of textbooks large theme is Britain, what seems to be obvious, since these are textbooks of English. There are some connected with this theme pieces of reading in all of six textbooks. Themes related to the world, nature, ecology, sport, leisure activities and media can also be found in both series of textbooks. At the same time some aspects that tend to make the textbook be unique. For example the topic of provided by the state services seem to be included only into the AWP textbook but only the Pre-Intermediate and the Upper-Intermediate books of the Matrix series seem to contain related to some mystery materials. Finally, the fact that each textbook of both sets has different fields of vocabulary specially mentioned in the contents without any doubts should be taken into account, for example as a sign of carefully planned program to offer.

In relation to the vocabulary it seems to be reasonable to show all the aspect every textbook contains, since that can be a valuable source for the further analysis.

So, the AWP 10 is claimed to provide the textbook user with vocabulary on the following topics: Environment, Daily routines, Asking the way, Appearance, Character, Job advertisements, Sightseeing, Transport, Accommodation, Housing, Traffic, Towns and countryside, Operating a TV set, TV programs, Television. Vocabulary providing topics in the AWP 11 are named like that: Education, School types, Studying at university, Film-making, In the theatre, A painting, Hobbies and activities, Sports, Music, Parts of the body, herbs, Common injuries and their treatment, Illnesses, Newspapers and publishing, Courts, The board of editors and their staff. The AWP 10 offer vocabulary related to the topics like State system, Legal terms, Religion, Languages, Countries, War and peace, Services, Food, Welfare, Complaints and animals, Ecology, Idioms, The Internet, A computer, A small computer dictionary.

The Matrix Pre supplies the user with vocabulary which is marked in the contents to belong to the following areas: verbs in context; say, talk, speak, tell; study; information in messages; contractions; personal information; opposites; nouns into adjectives; words connected to adverts; stressed words; informal language, prepositions of time; phrases with different meanings; family phrasal verbs; get and make; describing homes; relationship words, word stress; language in

notices; synonyms; adjectives with –ed and –ing; extreme adjectives, health and fitness; illnesses; homonyms; informal language; useful phrases; geographical and weather nouns; weather collocations; words connected with weather; silent letters; interesting adjectives and verbs; and/so/but because; opposites; confusing words; work; adventure sports, comfort of modern life; same letter – different sounds; work words, formal language; sport; compound nouns; adverbs of degree; sport; confusing words; negative prefixes; pets; luck; descriptions; phrasal verbs, prepositions and time; technology; space; vowel sounds; words and prepositions; formal and informal language; verbs and phrasal verbs; travel nouns; travel collocations; holidays; railway station and airport; formal phrases; embedded questions. As it can be clearly seen, the Matrix textbook not only mentions some of topics but also linguistic features of a new vocabulary. Further only the topics will be given.

So, there is vocabulary on such topics like Memories, Dreams and health, Jobs and personal qualities; Traveling, National Identity, Unusual jobs, Personal information, crime and punishment, Development of the Human race, Films and storytelling, History, Tourism, New York, Life in the future, Learning in the future, Technology in the future, The price of fame, New inventions, Winning the lottery, Ambitions and aspirations, Risks, Dangerous sports, Health and Fitness, Biographies, British writers, the Lake District, the UK, Roman Britain, San Francisco, Body Language, The Internet, Mobile phones, Varieties of English, Cockney, Poetry, Wishes, Housing and unemployment, Wishes and Dreams, Poetry in transport, Leaving home, Travel, Travel stories, Travel writing, Australia, Lifestyle and choices, Food and fitness, Job applications, The future of our world, Eating habits.

The third textbook of the Matrix series is supposed to offer vocabulary on the following topics: The environment, Marketing, Photography, Britain today, Looks count, Feeling and Emotions, homelands, Life in British and American schools, Celebrations, London, Entertainment, Advertising, The news, School activities, British TV, Animal protection, Rescue, Wealth, Tourism, the generation which has everything, Travel, Doing Business, Male/female stereotypes, Medical discoveries, A maritime mystery, strange phenomena, Historical artifacts, A detective story, Stonehenge, Travel, Tourism, Tourism in London, Theatre, New Zealand, Literature, Developments in space, Future events, Aspirations, space travel, Art, Knowledge and learning, Inventions, Attitudes to learning and work, the memory machine, Ideals and values, Historical events, Lifestyles, Attitudes to work, Romeo and Juliet.

To conclude, according to their contents both textbooks sets include a variety of texts and materials that can be found useful to widen the vocabulary of a language learner and it is mainly the matter of personal preferences what set of textbooks to use. However in the opinion of the author of this paper, the contents of the AWP textbooks make the whole set seem more

systematical, in other words, the organization of themes and topics shows the need to use all the three textbooks in order to get a wide and complete image of the main themes. That could be taken as an advantage of a meant for the whole period of study at the high school set of study materials. Nevertheless, Matrix series can also be successfully used to support the development of lexicon of a student, since it offers a wide choice of themes in its textbooks. Moreover, every textbook of the Matrix series can be used even separately from the set itself.

3.2.2 Analysis of explanations of functional reading strategies in textbooks

Table 1: Functional reading strategies and skills that are specially explained.

textbook	AWP FORM 10	AWP FORM 11	AWP FORM 12	Matrix Pre- intermediate	Matrix Intermediate	Matrix Upper- intermediate
explained reading strategies and exam skills	skimming scanning	reading graphs	reading paper: questions, matching, multiple choice, ordering, making a summary	skimming; scanning; matching: topics to paragraphs, headings to paragraphs and info; multiple choice questions; missing sentences	skimming; scanning; matching: headings, information; multiple choice questions; missing sentences; a summary sentence	skimming; scanning, Matching: headings; multiple choice questions; missing sentences; true or false

As it can be seen from the table 1, both AWP and Matrix sets of textbooks include explanations of such functional reading skills like skimming and scanning and they also widen awareness of the book's users of based on matching and multiple choice tasks. However there is a significant difference between two series of textbooks. First of all, while the Matrix student's books explain earlier mentioned phenomena in every book of a set, there is only one opportunity for the AWP textbooks user to get full explanatory information about strategies due to the fact that skimming and scanning are explained only in the meant for the 10th form English textbook and connected with matching and multiple choice theory presents only in the AWP Form 12. Secondly, explanations of strategies are given in two different formats as well. Students are

supposed to deal with rather short, having on average from two to five lines explanation or advice in the Matrix books. On the contrary, the AWP textbooks have the whole information about the strategy or skill concentrated on a specially meant for that page under the headline Learning Focus.

Moreover, there are some points that make every set of textbooks to be unique. The AWP Form 11 explains how to read graphs, AWP Form 12 has concentrated all the information about completing different tasks based on questions, matching, multiple choice, ordering and summarizing, that can be met in the reading part of an exam, in the Learning Focus 3, that can be seen as an advantage of the AWP series, because there is no information on reading graphs or completing ordering- based tasks in the Matrix series. At the same time, every book of Matrix series explains how to solve problems with missing sentences, what has not been found in the AWP textbooks. In addition to that, the Matrix Upper-Intermediate student's book has specially marked information about True-or-False type of tasks and that gives the book more value in terms of providing students with explanations of functional reading skills.

To sum up, the AWP series is made to be used as a set of textbooks with extra attention to the exam format in the third textbook, while every part of the Matrix series is meant to be used as a preparatory tool for the English exam of corresponding level. In addition to that, there are strategies that can be found in both sets of textbooks and at the same time some aspects of functional reading strategies can be met only in one textbook and can be taken as an advantage of one and disadvantage of another set of textbooks.

3.2.3 Analysis of types of texts in the textbooks

Table 2: Presence of different texts in examination papers, recommendations for exam preparations and in textbooks of the AWP and the Matrix series.

Type of text	Exam paper	Exam center	First Cert	10	11	12	Pre	Inter	Upper
newspaper/ magazine article	+	+	+	+	+	+	+	+	+
interview	+	+	-	+	+	+	-	+	+
review/ overview	+	+	-	+	+	-	+	-	+
plot	+	-	-	-	-	-	-	-	-
essay	+	-	-	+	-	-	-	-	+
instructions	+	+	-	+	+	+	+	+	+

official form	+	-	-	+	+	+	+	+	-
fiction	+	+	+	+	+	+	+	+	+
ads	-	+	+	+	+	+	+	+	+
letters	-	+	+	+	+	+	+	+	+
news	-	+	-	-	-	-	+	+	-
announcement, notice, message	-	+	+	+	-	+	+	+	+
Info materials	+		+	-	+	+	+	+	+
report	-	-	-	-	-	-	-	+	+

To begin with, the All the World's a Puzzle and the Matrix sets of textbooks differ in the number of pages and texts. There are 152 pages in every three of Matrix textbooks and 132, 134 and 130 pages with study materials in the AWP 10, 11 and 12 correspondingly. This difference is one of the reasons for the textbooks to differ in number of texts. Another aspect to be taken into consideration is the fact that Matrix texts strongly vary in their size and size of their font throughout a book while the texts of AWP series are mainly of the same font size.

To count the number of pieces for reading, all the materials have been classified into linear texts and figures (mentioned in the Chapter I: 6). It has been decided to exclude even containing text notices, advertisement and rules with focused on the language explanations from the list of linear texts. All in all it has been counted that there are 54, 71 and 44 linear texts in the AWP 10, 11 and 12 correspondingly. To compare, there are 117, 114 and 96 linear texts in the Pre-Intermediate, the Intermediate and the Upper-Intermediate textbooks of the Matrix kit. The difference is really significant. The number of texts in the Matrix series can be seen as almost twice as big as an overall number of texts in the AWP series. At the same time earlier mentioned differences in formats of two sets of textbooks should be definitely taken into account.

In relation to the texts in a view of figures, it can be generally said, that all the six textbooks offer some number of either already completed or not yet tables and charts, so that students are supposed to gain some experience of dealing with texts in form of tables. Diagrams and graphs are rather advantage of the AWP series, nevertheless there is a family tree in the Matrix Pre-Intermediate (p.40), a spidergram in the Intermediate (p.76) textbooks. In addition to that the AWP 10 contains 5 picture-based tasks and 6 maps, the AWP 11 has 10 picture-based tasks and one image of a map, the AWP 12 has no maps but offers 4 based on pictures tasks. The Matrix series is much better supplied with the picture-based tasks. There are 48 picture-based

tasks and one map in the Pre-Intermediate textbook, 29 picture-based tasks and 3 maps in the Intermediate book, 24 related to the pictures tasks and 2 maps in the Upper-Intermediate textbook.

Coming closer to the analysis of the types of linear tasks, the first matter to be discussed is a way for two sets of textbooks to label texts they have. The analysis has revealed that naming the piece of reading just like a “text” is a widely spread practice for both series. However in most cases the real type of a text can be easily deduced from the mentioned source in the Matrix textbooks. In case of the AWP series the situation is different, since the mention of sources is infrequent here. Nevertheless the analysis of range of types of texts in textbooks of the AWP and the Matrix has been successfully conducted.

As it can be seen from the Table 2, there are two types of reading that has been found in every analyzed source, including real examinations 2000-2012 and preparatory materials from the site of National Examinations and Qualifications Centre of Estonia and the Cambridge FCE Handbook for teachers and six textbooks of English. They are newspaper or magazine articles and fiction. However such a reading material is differently represented in two series. First of all, the Matrix textbooks are claimed by the authors to be based on a large number of authentic materials and so it really is, what can be proven by such sources of articles like the Observer, the Guardian, Daily Mirror, Focus magazine, The Times, Good Housekeeping Magazine, Daily Mail, The Express, etc. The frequency of articles in the AWP textbooks is significantly lower, just a few throughout the whole set, to be exact. In this series can be met the following articles: an interview with Nicole Kidman from Hello! Issue 363 on page 32 in the AWP 10, an article on the popularity of sport on page 63, presumably from the Daily Mirror, and some teen magazine article with no further reference on page 85 in the textbook for the 11th form and two short articles from the Sun and the Independent among additional exercises on page 118 in the AWP 12. The difference in numbers of articles is huge, nevertheless, both series can be said to provide the student with such piece of reading.

As it has already been mentioned, examples of fiction can be met while using both kits of textbooks. The AWP series has a number of meant for so called additional reading texts that are mainly represented by prose literature. There are extracts of texts by Daniel Defoe, William Shakespeare, Jack Kerouac, Oscar Wilde and Percy Bysshe Shelley in the AWP 10; Charles Dickens, William Somerset Maugham, Jerome Klapka Jerome, Alan Marshall, Rudyard Kipling and Robert Lois Stevenson in the AWP 11; Alan Paton, Ernest Hemingway, and J. K. Rowling in the textbook for the 12th form. For the Matrix textbooks fiction seems to be of a lower importance than articles and the main accent on such kind of literature is made in the Pre-Intermediate textbook where texts belong to the category of reading for pleasure. The Matrix

Intermediate has for example three poems by H.W. Davies, Allan Ahlberg and Pie Corbett while the Matrix Upper-Intermediate offers a piece of novel “Fahrenheit 451” by Ray Bradbury.

One more type of reading that can be met at exam and in most of the textbooks goes under the common name of info materials and, as the FCE Handbook suggests (2012: 7), includes various brochures, guides and manuals. No specially labeled corresponding piece of reading has been found in the AWP 11, the other textbooks offer some informative texts like travel guide, guide talk and an extract from a guide book in the textbooks of Matrix, details about holidays, Tallinn, Sangaste in the AWP 10 and, for example, a recipe in the AWP 12.

There is another type of reading that especially needs to be explained. It could seem strange for the textbooks not to have instructions. In fact, a variety of instructions can be found in every textbook. Tasks themselves, grammar and recommendations on how to write a proper text dependently on the required type of it can be surely taken as a range of instructions. In this regard every of analyzed textbook is marked to have instructions as a part of the content. However it should be separately mentioned, that only the meant for the 11th form textbook of the AWP series has a real instruction in a different from a task or grammar explanation form. To be exact, there is an additional task number ten on page 128, where text is written in a form of instructions about flue vaccination. No other examples of a proper instruction have been found in the procedure of the analysis, still there are some texts that can be taken as instructions, for instance description of a role-play. Such an approach to the instructions takes place because the essence of this type of text remains in all its diversity and needed skills of thorough reading get some support, even though exam tasks usually suppose a particular type of advise or strong recommendation how something should be done or used.

Several types of texts, namely advertisements and both official and non-official letters, have not been noticed in the reading part of real state examinations of English in Estonia in period 2000-2012, but as long as they are mentioned in the preparatory materials, it has been decided to include them into the list of criteria and the further investigation has revealed that every separately taken textbook can make students familiar with a variety of these texts. So there are 23 pieces of advertisement in the AWP 10, 15 of them in the AWP 11 and two advertisements in the AWP 12. The Matrix Pre-Intermediate, Intermediate and Upper-Intermediate have advertisements in numbers of 17, 10 and 12 correspondently. In addition to that there are six advertising slogans on page 33 in the Matrix textbook of Upper-Intermediate level. Regarding all this, it can be suggested that a student will have a noticeable support in terms of dealing with advertisement. Widely represented letter can also be accepted like sufficiently represented materials, since student are supposed not only to read them but write as well during

the language course. However it can be mentioned that the Matrix series includes a bigger number of letters than the set of textbooks of the AWP.

Presence of news in the textbook has been checked through the size of a text in the way authors of the textbooks mark the type of reading. This has been done because of need to distinguish newspaper articles from the news. The criteria have been taken from the example of preparatory material and the results of the analysis have shown that three small pieces of news can be found in the Matrix Pre-Intermediate textbook on page 49 and one short extract of news can be read on the page 104 of the Matrix Intermediate student's book. In comparison with the set of the AWP textbooks, where news have not been found, it can be generally concluded that in this field the Matrix series is better equipped, even though the number of texts is extremely small.

It should be noticed that none of the textbooks include such piece of reading like a plot. An essay can be met only in one book per series: in the AWP 10 and the Matrix Upper-Intermediate. Such texts like review and overview are included into reading materials of two textbooks of each series, so that the AWP 12 and the Matrix Intermediate cannot be seen as a source for these pieces of reading. To sum up, the Matrix series seems to be better source of different types of mentioned in the Table 2 types of texts. At the same times figures are more varied in the AWP set of textbooks and every of three AWP textbooks contain interviews and official forms, while there are no examples of an interview in the Pre-Intermediate textbook and the Upper-Intermediate textbook has no official forms to offer.

For a better understanding of the differences between the textbook series it seems to be appropriate to mention other types of texts that can present some interest for life and take place in the books but are not depicted in the Table 2. In connection with this some types of texts will be mentioned further as features that make each of six textbooks and the whole series to be unique and interesting.

First of all, there are texts of songs included into the content of the AWP textbooks. Secondly, each textbook has several pages of additional exercises at the end. Apart from that, the AWP 10 has a postcard (p.49), a train ticket (p.57), a description of a house (p.66), TV program (p.93), letter of recommendation (p.118) and tape scripts of all the planned in this book texts from listening tasks (pp.102-111). There are poems (pp. 109, 110), an autobiography (p.33), a weather forecast (p.99), a plan of a sports centre (p.62), a color scheme (p.44), statements of dispute (p.55), a fable by Aesop (p.68) and an entry for a phrasal verb (p.105) in the AWP 11. The AWP Form 12 can offer the Lord's Prayer, differences between British and American English (p.27), a picture of a bill (p.65), a Greek myth (p.86), a puzzle (p.96), and specially created tasks for reading in a form of the exam (p.118).

The main feature of the whole Matrix series is a monolingual dictionary at the end of each of three textbooks. Grammar rules are given in a form of a discussion and there are several factfiles in the last two books of a set. Two postcards (pp. 64, 65), a page from a diary and resolutions (p. 59), five food labels (p. 47), three weather forecasts (pp. 60, 66), a questionnaire (p. 44) and two poems (p. 93), can be met in the Pre-Intermediate textbook. The Matrix Intermediate has a page from a diary (p.6), a short quiz (p.41), two short personality and ability tests (p. 10), two personal profiles (pp. 22, 23), compositions (pp. 64, 102, 105), a debate talk (p.93), an example of announcement (p. 166), and four poems (pp. 94, 95). The Matrix Upper-Intermediate textbook offers an example of a questionnaire (p. 32), a theatre ticket (p. 90), a picture of a smart house (p. 100), and a TV broadcast (p. 34).

It should be also mentioned, that the textbooks also offer some information related to the field of academic reading. To illustrate, there is a focus on reading graphs (p. 72) and writing reviews (p. 126) in the AWP 11, linking words (p. 65) and information about topic sentences (p. 44) can be found in the AWP 10 The AWP 12 gives instructions on essay and report writing on page 109. The Matrix textbooks include suggestions on writing a report (p. 117), review (p. 91) and arguments for and against (p. 65) in the Upper-Intermediate, writing a report (p. 89) in the Intermediate, writing formal letters (p. 128) and using formal phrases (p.77) in the Pre-Intermediate. All the six textbooks suppose their user to be familiar with some frequently used terms like paragraph, heading, etc.

Finally, according to the data from the Table 2 and all the discussed in connection with the text types aspects, it can be concluded that even having a lot of various texts these textbooks cannot completely satisfy needs of a contemporary preparing for an exam pupil in terms of functional reading, as none of the textbook series provides the full image of the types of texts that have already been and will be probably represented in the reading part of the state examination of English.

3.2.4 Analysis of types of tasks in the textbooks

Table 3: Presence of typical types of tasks

Task	Exam paper	Exam center	First Cert	10	11	12	Pre	Inter	Upper
Matching	+	+	+	-	+	+	+	+	+
Multiple choice	+	+	+	+	+	+	+	+	+
Gapped text	+	+	-	+	+	+	+	+	+
True/ False/ No	+	+	-	+	+	+	+	-	+

Information									
Jumbled parts	-	+	-	+	-	+	+	+	+
Questions	+	-	-	+	+	+	+	+	+
Removed parts	+	+	+	+	+	+	+	+	+

To find out the presence of typical for examination or at least similar to its format tasks in the AWP and the Matrix textbooks every book has been looked through with aim at finding all of the texts that are accompanied with listed in the table basic types of reading tasks. This way to conduct an investigation has been chosen so that none of the textbooks would be faulty taken as lacking in some of prior for this paper types of reading tasks. Thereby different texts with grammatical and vocabulary tasks have been taken into consideration as well as long as they imply some reading. This method is believed to lead to a real image of the functional reading skills that can be trained with a help of the involved into the analysis study materials.

As it can be seen from the Table 3, there are seven basic types of tasks that can be viewed as the main kinds of tasks in the reading part of English examination, and consequently have been accepted as the basic criteria to make conclusions about practical value of the AWP and the Matrix textbooks in terms of functional reading skills development.

As a summary about the tasks on functional reading in the AWP series it can be generally said that all the basic tasks can be mastered with a help of these textbooks if take them like a system of reading materials for the whole period of the high school. This conditional last point is important as, when it comes to value of a single textbook, there are no tasks on matching in the AWP 10 and tasks on jumbled paragraphs are not included into the reading practice of the AWP 11. There is one more notice to be done. There can be two main approaches to interpret the task in a form of a gapped text in connection with the content of the real state exams and both sets of the textbooks. One aspect has been described in the Chapter I according to the format of FCE exam as a text with a need to find a proper place for some removed parts of it. Another approach to this task implies use of the reader's own words or, like in many cases in the AWP textbooks, use of a given words to complete the text, sentences or a summary.

To prove and illustrate the variety of tasks in the AWP textbooks, it can be separately mentioned, that tasks on matching can be found in the AWP 11 (pp. 29, 52) and in the AWP 12 (pp. 11, 118). Tasks on multiple choice can be found in the AWP 10 (p. 55, 72), in the AWP 11 (p.106) and in the AWP 12 (p.63). There are tasks based on True/False and True/False/No Information options in the AWP 10 (37, 46), in the AWP 11 (p.14), in the AWP 12 (pp.18, 29, 50, 72). Task on jumbled parts of text can be found in the AWP 10 (p.41) and in the AWP 12 (p. 118). The idea of a gapped text can be trained in the textbooks in two earlier marked aspects.

There are pages dedicated to the removed parts in the AWP 10 (p.97), in the AWP 11 (pp.33, 45, 63, 129) and in the AWP 12 (p.57), as well some task allow the students to master in summarizing, for instance the AWP 11 (pp.41, 85) and the AWP 12 (p.13) At last, any of these textbooks contains various questions to be answered according to the read texts, for example the questions in the AWP 10 (p.10), the AWP 11 (p.41) and the AWP 12 (p.50).

As an overview of the Matrix series it can also be noticed that the set as a whole unite can be successfully used to make students familiar with the basic types of reading tasks. To practice with removed sentences the Pre-Intermediate textbook offers text on p. 30, the same task on missing sentences can be found on page 42 in the Intermediate and on page 56 in the Upper-Intermediate textbooks. To work on jumble parts it can be suggested to see pages 133, 116 and 79 in the Pre-, Intermediate and Upper-Intermediate textbooks correspondingly. There are no connected with the text reading task with True-False answers in the first book of a Matrix series but this kind of task is represented on page 36 in the second book and on page 43 in the third textbook. The matching-based tasks can be illustrated by the tasks to mach topics to paragraphs on page 4 in the Pre-Intermediate textbook, to mach different people with the related to them information according to the text (p. 56 in the Intermediate textbook) and to match the descriptions to the type of program (p. 34 in the Upper-Intermediate textbook). Tasks with multiple-choice can be seen on page 17 in the Pre-Intermediate, page 120 in the Intermediate and on page 31 in the Upper-Intermediate textbooks.

The example of a combination of task with texts for different purposes can serve as an evidence that texts for different purposes can be used for preparing for an exam, for instance in the Pre-Intermediate textbook it can be seen how some of marked as reading for pleasure texts seem to support the development of exam reading skills as well, since they are followed by similar to exam format tasks. For example, there is a task on True-False statements after the "Love story" (p. 27). Already familiar from the AWP textbooks different variants of a gapped text are included into this series as well. For example, the Upper-Intermediate student's book can offer a text on page 75 with a task to put the taken out modal verbs in their original place in the text and the same textbook has a gapped text with the task to make the text complete in your own words (p. 87). Moreover, there has been noticed a task to complete the notes with missing information after reading the text (p. 76) what in some sense can be related to the task of completing the summary in the books of AWP series.

In addition to the listed in the table types of tasks matching words with meanings should be studied separately, since tasks of that type have been found in every exam paper 2000-2012. And as general comment, it can be said that every textbook gives some tasks of that sort. To prove this claim, some pages can be given. Such tasks can be found on page 11 in the AWP 10, on

pages 48 and 52 in the AWP 11, on page 21 in the AWP 12, on pages 109 of both Matrix Pre- and Upper-Intermediate and on page 83 in the Matrix Intermediate.

To conclude, both series include tasks on the most frequent problems in an exam reading paper. Taken as a whole, each of sets compensates some weak points of a single textbook of a kit. To be exact, the absence of matching-based tasks in the AWP 10 and the absence of True-False answers-based tasks in the Intermediate student's book can be seen as the most serious defects of two separately taken textbooks. The fact that task on jumble parts have not been found during the analysis should be also acknowledged, though it can be suggested not to treat this point as extremely significant since no tasks of such kind has been found in the real state examination paper in Estonia. As it is depicted in the Table 2, task on mixed paragraphs was included only into the training tasks of the preparatory foreign language exam materials. Finally, the Matrix series seems to be better equipped with used in exam paper tasks than the AWP materials, what can be claimed due to the fact that there are two textbooks in the Matrix series to contain all the kinds of main reading tasks in comparison with one including all key reading tasks textbook in the AWP series.

3.2.5 Analysis of tasks on different reading strategies

Table 4: Presence of tasks on different reading strategies.

textbook	skimming	scanning	thorough reading
AWP FORM 10	+	+	+
AWP FORM 11	+	+	+
AWP FORM 12	+	+	+
Pre - Intermediate	+	+	+
Intermediate	+	+	+
Upper- Intermediate	+	+	+

Presence of different reading strategies as the way to complete related to the texts tasks has been checked mainly by looking through the tasks that are supposed to be done before, after and while reading the marked in the contents as reading part texts. As long as the Matrix series lists in the contents a larger number of text and includes reading for pleasure in the Pre-Intermediate textbook and Factfiles in the Intermediate and the Upper-Intermediate textbooks, it has been decided to analyze the tasks given with the texts of Additional reading in the AWP textbooks, even though they are not mentioned in the contents.

In opinion of Piret Kärtner (2000: 18), the prevalence number of tasks is based on thorough reading. The analysis of the textbooks has shown, that thorough reading should be viewed as the most frequently trained reading skills. However it seems to be important to notice that several the same tasks can be used as tools for skimming, scanning and thorough reading training and only presence or absence of time limitation and the fact of the first or vice versa repeated reading mark the exact type of skills to be trained. As long as need to read quickly is sometimes mentioned in the task itself, it can be concluded, that the most of the tasks in both series are supposed to develop ability to read thoroughly, as the major number of tasks has neither time nor speed discussed.

Both series also rather tend to support scanning than skimming development even though they often can be used together. To support this claim some statistics can be given. According to the contents of the Matrix series, words scan and skim are mentioned 5 times in the first book, scanning is used 9 times and skimming 6 times in the second textbook and the concluding textbook has scanning mentioned 5 and skimming 4 times. In the AWP textbooks no word skim has been noticed in the tasks and scanning is directly named in two tasks of each of the AWP 10 and AWP 11 textbooks. Still the type of a task itself can suggest some clue on what strategy should be applied for the task to be done. For example, the task to look at the details and make some plan for a week, considering several given points on the p. 54 in the AWP 10 obviously suggests to use carefully studied information as a part of a thorough reading training. Task to read the text and fill in the table with the main common and different aspects on the page 18 of the AWP 11 seems to be based on the overall understanding and consequently implies skim-reading. To read the text and guess the purpose of it also seems to be based on skimming technique (the AWP 12, p. 81).

All in all, basic reading strategies like skimming, scanning and thorough reading can be trained with a help of any textbook of both the AWP and the Matrix series. The basic strategy for some tasks, of the AWP series in particular, may be transferred correspondently to the teacher's goals.

CONCLUSION

The comparison of ALL THE WORLD'S A PUZZLE and the Matrix textbook series has shown that due to the variety of offered strategic and practical materials both sets of textbooks can be quite successfully used to prepare upper-secondary school finishers to the state examination of English language and future everyday life, work and life. However none of the series and none of a separately taken textbook should be taken as a completely perfect functional skill developing tool. As a result of that, the hypothesis, according to what textbooks of English for high schools in Estonia do not provide students with sufficient support to develop their functional reading skills, has been partially proven. Both series can make their user familiar with basic exam tasks, but they lack in variety of texts, that can occur at the examination. At the same time tasks and types of texts that the Matrix textbooks can offer seem to be more varied than the tasks and texts in the AWP series.

All the analyzed textbooks have some number of meant by the authors texts and tasks on reading and functional reading in particular depicted in the contents of the books. In fact, all the textbooks have a larger number of supposed to be read functional and exam skill training texts which are included into training of other language skills like listening, writing and use of English. That fact shows both the importance of functional reading skills' development in terms of successful studying and life and a constant opportunity for a textbook user to support and develop his or her level of functional reading skills in English.

There some differences between two textbook series that should be taken into consideration by the teacher with intention to use reading materials of these two series. The most significant difference between the textbooks is the fact that the AWP textbooks are modeled in such a way to be used constantly during all the period of upper-secondary education due to the fact that absolutely different reading strategies are given in every of three textbooks, while the Matrix Pre-Intermediate, Matrix Intermediate and Matrix Upper-Intermediate textbooks contain small pieces of the same basic reading and exam strategies what allows any user to prepare for an examination on corresponding level with a help of one suitably-leveled textbook.

Moreover, every mentioned in a contents of Matrix textbook task for reading is accompanied with an explanation on what exam skills are planned by the authors to be trained, while the AWP does not always mark the exact skill to be trained while dealing with texts. Finally, the whole Matrix series makes an accent on a preparation to the exam, while among the AWP textbooks an exam theme is stronger and specially marked in the final textbook for the 12th form.

Several other suggestions can be made for more efficient use of two analyzed sets of textbooks in connection with functional reading skills support. At first, it seems to be advantageous to have information about various reading strategies, but textbook materials still need to be accompanied with teacher's commentaries about importance of one or another strategy in real life practice outside the study environment. It is also recommended for teachers to be conscious while preferring one or another textbook series in terms of advantages and disadvantages each set has. For example, the Matrix textbooks are remarkably better equipped by authentic materials and provide a lot of picture-based tasks, while the AWP textbook is strong in terms of fiction and offers strategy and tasks on graphs and graphs reading (namely the AWP 11).

Another important thing is to pay the students' attention to every represented piece of text that can have practical sense in life, like advertisements, tickets, TV programs, hotel notices, etc. That will increase the student's involvement into their own functional reading skills development and will lead to better results. In addition, all the available through study materials connected with exam and academic skills information should be thoroughly studied by students.

Apart from that, it is advisable to encourage students to complete tasks from additional exercises of the AWP textbooks and use monolingual dictionary while dealing with the Matrix series. Finally, the fact that ALL THE WORLD'S PUZZLE textbooks are supposed to be used throughout all the high school period while each of the Matrix series textbooks can be used separately should be definitely taken into account.

To sum up, it can be suggested to use both series of textbooks and combine reading materials to form, support and develop different needed for study, exam, work and everyday life functional reading skills in case that is possible. At the same time every set of textbooks can be used separately during the period of upper-secondary school.

RESÜMEE

Käesoleva bakalaureusetöö põhiteemaks on eesti ja välismaa autorite poolt pakutud inglise keelsete õpikute teel funktsionaalsete lugemisoskuste arenemisvõimalused gümnaasiumiastmel. Funktsionaalsete lugemisoskuste all peetakse inimese üldvõimekust ja sooravust efektiivses erinevate tekstiliikide kasutamises igapäevaelu ja õpiprotsessi käigus. Töö eesmärgiks on korraldada uurimuse selliste lugemisstrateegiate valdkonnas nagu valiklugemine, üldlugemine ja süvalugemine, seostada neid inglisekeele lõpueksami gümnaasiumiastmel sooritamise ja kogutud andmete alusel põhjalikult vaadata läbi sellised gümnaasiumiastmel kasutusel olevad inglisekeelsed õpikisarjad nagu All THE WORLD'A PUZZLE ja Matrix. Õpikute analüüsi aluskriteeriumiteks on valinud 2000-2012 aastate inglisekeele riigieksamite lugemisosamaterjalidest, inglise keele eksamile ettevalmistamiseks välja pandud allikatest ning Cambridge FCE Handbook for Teachers käsiraamatust leidnud tekstiliikide ja erinevaid uurimustöö esimeses osas läbi vaadatud tähtsaid lugemisstrateegiaid puudutavate selgituste ja ülesannete olemasolu. Uurimustöö tulemused viivad sellele järeldusele, et üldiselt peab uuritud õpikutest kasu olema funktsionaalsete lugemisoskuste arenemisel, kuigi nad ei pruugi ideaalsed olla. Sellega on uurimustöö algusel püstitatud hüpotees, mis oletab, et gümnaasiumiastmel kasutatavad inglise keele õpikud ei soodusta õpilaste funktsionaalsete lugemisoskuste arenemist, on uurimuse praktilise osa lõpuks osalise kinnitatus saanud.

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<i>questions Up to 5 words</i>												
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Appendix 2: Presence of types of texts in exam papers 2000-2012

<i>Type of a text</i>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2011	2012	<i>Total Number through years</i>
<i>Newspaper extracts</i>	+											1
<i>article</i>	+	+								+	+	4
<i>Interview</i>		+		+					+			3
<i>Book review</i>		+		+								2
<i>Tourist brochure</i>			+									1
<i>passage</i>			+									1
<i>text</i>			+	+	+++	+	+	+	+			7
<i>essay</i>						+						1
<i>gallery brochure</i>						+						1
<i>University Reference Form</i>							+					1
<i>Play reviews</i>											+	1
<i>Film plot</i>										+		1
<i>instructions</i>									+			1

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