

Evaluation of Three Reading Passages from *New Language Leader* in Terms of Readability

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Abstract

Coursebooks prescribed for English specialization students of arts and science universities for the module of 'communicative skills' are a part of important components in the context of teaching and learning English at tertiary level in Myanmar. This study aimed to investigate whether the readability levels of the three reading passages, each of which was extracted respectively from the intermediate level, the upper intermediate level and the advanced level of the coursebook series *New Language Leader*, which is currently prescribed for undergraduate English specialization students, are in accordance with the levels of the coursebook. The study applied the Flesch Reading Ease Test (both the automated approach and the manual approach) for the calculation of the readability levels of the passages. When considered with the automated approach, the findings revealed that the readability levels of the passages are in accordance with the levels of the coursebook. The results also indicated that the readability levels of the passages are, when calculated using the manual approach, mostly in accordance with the levels of the coursebook although they all have the same level 'difficult'. This study could be regarded as a stage in the course of determining readability levels of passages in other prescribed English textbooks. It could also help teachers to decide whether a passage they are going to use in the classroom is suitable for their students or not.

Keywords: Evaluation; Reading Passages; *New Language Leader* Coursebook; Readability; The Flesch Reading Ease Test; The Automated Approach; The Manual Approach

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