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**AN INVESTIGATION ON EFL TEACHERS' AND STUDENTS' AWARENESS AND
PRACTICE ON EXTENSIVE READING TEXTS INCLUDED IN THE GRADE 11
STUDENTS' ENGLISH TEXTBOOK AND THEIR CHALLENGES: SAYILEM
SECONDARY SCHOOL IN FOCUS**

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An Investigation on EFL Teachers' and Students' Awareness and Practice on Extensive Reading
Texts included in the Grade 11 Students' English Textbook and their Challenges: Sayilem
Secondary School in Focus

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Declaration

I, the undersigned graduate student, hereby declare that this thesis is my original work, and it has not been presented for a degree in any other university for academic credit and that all sources of the materials used for this thesis have been duly acknowledged.

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Confirmation and Approval

The thesis on the title “*An Investigation on EFL teachers’ and students’ awareness and practice on extensive reading texts included in the grade 11 students’ English textbook and their Challenges: Sayilem Secondary School in Focus*” is approved as the original work of Tamirat Taye and all the sources were properly acknowledged.

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Abstract

The main objective of this study was to investigate EFL teachers' and students' awareness and practice on extensive reading texts included in the grade 11 students' English textbook and their Challenges in EFL classroom. A descriptive research design which consisted of first collecting quantitative data and then collecting qualitative was used. Thus, both quantitative and qualitative data analysis methods were used to analyze the collected data. There were four data collection tools employed in this study: a questionnaire, an interview, classroom observations, and document analysis. The first three tools were used to measure EFL teachers' and students' awareness and practice in teaching and learning process, and the challenges they encountered during their implementation of the extensive reading included in the textbook. The document analysis was used to check to what extent extensive reading texts were included in grade 11 English textbook. Simple random sampling method was used to select one hundred one (101) students to respond to the questionnaire. All teachers (4) who were teaching at the selected grade level were targeted and used for interview. The quantitative data were analyzed using frequency, percentage, mean and standard deviation and the qualitative data were analyzed thematically. Thus, the results of the questionnaire and that of the interview showed that most students and teachers have awareness regarding the benefits of extensive reading in most aspects even though the practice is not satisfactory. Finally, the overall findings of this study showed the majority of teachers and students had awareness towards the benefits of extensive reading. However, the study conversely revealed that there is a clear mismatched between what the teachers and students are aware about extensive reading and what they actually practice inside and outside of the classroom. Thus, teachers had problems to implement extensive reading strategies in their English classroom practically due to shortage of time, pressure on teachers to cover the text book, lack of enough materials in the school library. On the other hand, students had problems to practice extensive reading inside and outside of the classroom due to lack of extensive reading materials in their school library, shortage of time, there is no conducive environment to read different texts at their home, and lack of interest to read longer texts. Therefore, the researcher recommends there should be collaboration among syllabus designers and teachers to assess the gap that English language textbooks has in relation to extensive reading, teachers should encourage their students to read different materials in classroom.

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LIST OF ABBREVIATIONS

EFL: English as Foreign Language

ESL: English as Second Language

ER: Extensive Reading

ELT: English Language Teaching

L1: First Language

L2: Second Language

SSR: Sustained Silent reading

SPSS: Statistical Package for Social Science

SNNPR: South Nation Nationalities and People's Region

TEFL: Teaching English as a Foreign Language

CHAPTER ONE: INTRODUCTION

This chapter provides introductory information on why and how the research was conducted. Further, the background of the study, statement of the problem, objectives of the study, delimitation of the study, limitations of the study, significance of the study, definitions of key terms, and organization of the thesis were dealt.

1.1 Background of the Study

As Nunan (1991) states that reading is a process of meaning construction from a written text. In other words, when someone reads, he/she decodes new information from the symbols found in the reading materials. In this way, meaning is being extracted by the reader from the reading discourse and this process takes place between the reading text and the reader.

Besides, reading plays a very important role in our lives. It is a significant part of everyday living that one can hardly imagine life without it. Also, reading enables individuals to benefit from educational activities, and to participate fully in the social and economic activities in which they take part (Alderson, 1984). Thus, reading has been described in a variety of ways to explain the process of what happens when one reads and how one comprehends a text.

Moreover, reading is not an activity that takes place individually but one that encompasses many events and situations (Unal, 2010). According to Fatma (2011:46) “the readers’ mental processes occur at different levels when they engage themselves in an interaction with the [texts] to create meaning”. So, reading involves both comprehension and interpretation of a text using questions formulated by the reader and various levels of the cognitive process required for an efficient reading process. Additionally, Nuttall (1996) says if effectively implemented reading can lead to the development of other language skills. In an educational setting where a foreign language serves as a medium of instruction, for example in the case of Ethiopia, the role of reading skills is significant in students’ academic progress. In short, since reading is the primary avenue to knowledge, learning to read is an essential part of formal education.

Learning to read contributes greatly to writing skills, vocabulary development, comprehension, fluency, and general self-confidence (Bell, 1998). In the process of learning a target language, various strategies of reading have been employed. One of the strategies, i.e., extensive reading as an approach to learning reading, is based on the principle that people become good readers by actually reading any material written for authentic purposes. The goal is an engaging, enjoyable experience that spreads little obvious effort and defines enjoyable reading. The focus is on meaning, not language; and enjoyment, not study (Day & Bamford, 1998). In addition, Nuttall (2005:168) states “the best way to improve one’s language skills is to go and live amongst its speakers, but the next best way is to read extensively in it”.

Furthermore, extensive reading refers to providing students with a large number of easy-to-understand English books, thus improving students' reading ability and at the same time allowing them to enjoy the learning process (Day & Bamford, 1998; as cited in Nakanishi, 2015). This approach is completely different from intensive reading approach in terms of the amount of reading, the difficulty of reading, the freedom of students to choose books, the degree of autonomy that students enjoy, and the motivation to continue reading. Furthermore, Day and Bamford (1998) propose that one of the purposes of extensive reading is to increase students' reading pleasure. Therefore, they recognize the importance of influencing the development of reading. Davis (1995) emphasizes on the importance of including a wide range of reading in foreign language courses. He concludes that any ESL, EFL or L1 classroom will be the poorer for the lack of an extensive reading of some kind, and will be unable to promote its learner’s language development without such a plan.

Learning to read is difficult for many students and even more so when the process is uncertain. Without effective reading strategies, many students struggle and a large percentage will be left behind when they are unable to acquire the skills necessary to read grade level materials. Reading strategy is a broad term used to describe planned and explicit actions that give readers meaning in print. Strategies that improve decoding skills and reading comprehension benefit every student, but are essential for beginning readers, struggling readers, and English language learners. Significant progress has been made over the past two decades in identifying effective reading strategies (Reading Horizons, 2006-2021).

The main theory underlying extensive reading is Krashen's Comprehension Hypothesis. The Comprehension Hypothesis states that "we acquire language and develop literacy when we understand messages, that is, when we understand what we hear and what we read, when we receive "comprehensible input" (Renandya & Chong 2019; as cited in Krashen, 2003: 173). The claim made by the comprehension hypothesis is that people acquire the components of language, the "skills" such as vocabulary and grammar, when they obtain comprehensible input (Krashen, Lee & Lao, 2018). To facilitate language acquisition, the comprehension hypothesis states that, "input must be at least interesting so that acquirers will pay it attention" (Krashen et al., 2018: 2).

Moreover, though the structural and functional theories of language gave high emphasis to the distinct part of language aspect and function, the final goal of these theories was to enable learners' able readers of gross literature in the target language (Day & Bamford, 1998). After the introduction of the interactive theory of language, using interactive strategies such as extensive reading has got due emphasis. Therefore, the selection of reading texts for extensive reading purposes can be made by the curriculum developers, teachers, and students. After assessing learners' needs, many reading texts have been included in the textbooks. The readers read the texts independently and read rapidly in a bird's eye view. This is evidenced by the words of Rivers (1981:229) "the purpose of extensive reading is to train students to read directly and fluently in a foreign language for their own pleasure, without the teacher's help".

The results of some studies have shown that extensive reading can improve students' English language skills. First, a report by (Salameh, 2017) that examined the effects of extensive reading using documentation, found that the EFL reading position had a positive effect on various aspects, and the results have shown that extensive reading can improve students' reading speed, writing skills, it increases students' motivation to study English. At the same time, there are many studies and experts who say extensive reading is very important in the teaching and learning of EFL because it is one of the ways to use reading as a pleasure, and thus, students will enjoy reading (Day & Bamford, 2003).

A local researcher like Abdurrahman (2018) has investigated the effects of extensive reading on reading comprehension and perceptions towards the extensive reading program. The findings have shown that the extensive reading group perceptions toward the extensive reading program

were positive. These results, therefore, suggested that extensive reading seems to be one of the most effective and feasible approaches for input-poor EFL settings. However, Abdurrahman's study and other researcher who were conducted research in relation to the extensive reading and related issues in national and international level, but none of them has assessed EFL teachers' and students' awareness and practice on extensive reading texts included in the grade 11 students' English textbook and challenge they face in teaching and learning reading skills.

Despite the abovementioned suggestion supporting extensive reading, implementation of the extensive reading has been less than a complete success. Some researchers indicated such problem as lack of reading materials and inadequate preparation of teachers (as cited in Jacobs, 2002). Others suggested that the key obstacle to successful extensive reading implementation lies in a teacher-centered view of reading instruction (Day & Bamford, 1997; as cited in Jacobs, 2002). In addition, Elley (1991:378-9) attributes the success to five factors: 1) extensive input of meaning print; 2) Incidental learning; 3) The integration of oral and written activity; 4) Focus on meaning rather than form; 5) High intrinsic motivation.

In general, in the Ethiopian context, reading instruction in high school is still focused on in-depth studies of vocabulary and grammar (known as text -based intensive reading strategies), despite the fact that these types of language class lesson are not reading at all (Anderson & Urquhart, 1984 and Robb & Susser, 1989). The purpose of extensive reading to help students become competent and prepared readers in the target language appears to be an appropriate option to complement current teaching instruction. Therefore, this study investigates EFL teachers' and students' awareness and practice on extensive reading texts included in the grade 11 English textbook and their challenge in EFL classroom and it will have practical implications to examine gaps and identify areas of intervention that eventually lead to promote students reading skills.

1.2 . Statement of the Problem

The present study mainly focused on investigating EFL teachers' and students' awareness and practice on extensive reading texts included in the grade 11 students' English textbook and their Challenges in EFL classroom. The implementation of a certain strategy is the byproduct of the users' awareness, belief, and practice of the strategy. Therefore, the current study aimed at

studying extensive reading texts included in grade 11 students' English textbook and the practice of instructing extensive reading skills in an EFL classroom.

It is fact that English language plays an important role in our country's education. It has long served as a tool for education in Ethiopian schools. In our context, Ethiopia, English is being taught as a subject starting from grade one up to secondary school. However, as indicated by Atkins et al (1996), the student's level of understanding the messages of written texts in this target language and using it for communication in their personal and academic lives has shown unsatisfactory standard. The actual practice of learners in the Ethiopian context shows that most learners have difficulty of reading various materials in English (Atkins et al, 1996). Even though students in the Ethiopian secondary and tertiary level have the opportunity to attend almost all subjects in English, their use of this target language is not promising (Atkins et al, 1996). Besides, many secondary school teachers are heard that most of their students have great difficulty to read the learning materials they have. Because of this, these students failed to understand the instruction and questions in their examination so that, many of them cannot score pass marks.

In order to alleviate these actual problems of learners, many reading strategies have been suggested to be used. It is also commented that though many strategies of teaching and learning process are orally preached, their implementation is still in question. In order to improve students' communication, teaching reading skills using various reading strategies is usually employed. Since reading strategies help students become purposeful and active readers, most reading lessons are designed using strategies for teaching and learning reading. For this reason, students must place sufficient emphasis on using these various reading strategies to improve their reading skills (Gemechis, 2011). One of the strategies of reading is extensive reading.

According to Iwahori (2008), several studies have shown that extensive reading is very useful for language learning, including English as a foreign language (EFL) or English as a Second Language (ESL) context. However, still, there is a lack of research on the use of extensive reading because most of the reading instructions in different levels of school are dominantly adjusted to intensive reading (Cahyono, 2006). With the intention of filling the gap, the present study is intended to investigate EFL teachers' and students' awareness and practice on the

extensive reading texts included in grade 11 students' English textbook and challenge they face in teaching and learning it in EFL classroom.

In addition to this, Salameh (2017) has conducted research that investigates the effect of extensive reading on EFL learners' reading attitudes. The result indicated that even though the majority of the EFL learners didn't like reading in English at the beginning of the semester for it was their first experience, most of them had responded positively towards extensive reading after fifteen weeks of extensive reading implementation. Salameh's study is different from the present study in its objective, method, instruments of data collection, and setting. In terms of objectives, this study is different because the objective of Salameh's study aimed at investigating the effect of extensive reading on EFL learners' reading attitudes. In terms of method, the current researcher used both mixed research method while the previous one's is experimental. In terms of data collection instruments, the present researcher used questionnaire, interview, classroom observation, and document analysis to respond to the research questions in a better way.

The researcher used document analysis to find out the availability of extensive reading texts included in English language textbook. Finally, to get first-hand information from teachers, the current researcher used semi-structured interview. In addition, the present study is different from the previous researcher's study because of its setting. In relation to this, the previous researcher's setting was in university whereas the current one is on the secondary school where the researcher has an experience of observing the teaching-learning process and problem. However, suggesting the significance of extensive reading in promoting reading skills in EFL or ESL contexts makes both studies similar.

Moreover, Ferdila (2014) has also investigated the benefits of using extensive reading in teaching reading as well as students' attitudes towards it. This particular experimental research has concluded that using extensive reading helps to build students' perspective that reading is a fascinating activity, create an enjoyable learning atmosphere, and help students to develop a wide vocabulary, improve students' reading comprehension, and increase students' motivation in reading. On the other hand, Ferdila's (ibid) study is experimental while the present study is mixed in order to respond to the research questions. Besides, the present study utilizes document analysis as additional instrument for data collection whereas Ferdila did not use such instrument.

However, conducting on secondary school setting and signifying the significance of extensive reading in EFL or ESL context makes the two researchers similar. Therefore, the motivation for this study came in part from recognizing this gap in the literature.

Furthermore, Karen (2016) has conducted research that investigates the impact of a reading intervention based on extensive reading on the reading proficiency and reading motivation of grade nine classes over the course of one year. The result indicates that the reading proficiency of learners who were exposed to extensive reading on a regular basis improved whereas the reading proficiency of the control group did not improve over the same period. Karen's main objective was to investigate the impact of a reading intervention based on extensive reading on the reading proficiency and reading motivation of grade nine classes over the course of one year. The current study is different from this study in terms of its objective. In addition to its objective, there is significant difference between these two studies in terms of the methodology that they follow. In terms of the data collection instrument, the present researcher used document analysis to examine to what extent extensive reading texts were included in the grade 11 English textbook while Karen did not. However, there are some similarities between the current and this researcher. For instance, both researchers used questionnaires, interviews, and classroom observation as data collection tools and the study setting is secondary school.

Abdurrahman (2018) has investigated the effects of extensive reading on reading comprehension and perceptions towards the extensive reading program. The findings have shown that the extensive reading group perceptions toward the extensive reading program were positive. These results, therefore, suggested that extensive reading seems to be one of the most effective and feasible approaches for input-poor EFL settings. However, Abdurrahman's study is different from the current researcher's study in its methodology, data collection instrument, and setting. The present researcher used mixed method to respond to the research question in a better way whereas the previous study used experimental method. In addition, it is different from the previous research setting in that the current research is conducted in secondary school whereas the previous was carried out in primary school. Despite this, there is some similarity between the current study and Abdurrahman's study. For instance, both studies are conducted in the Ethiopian context, and suggesting the importance of extensive reading to promote students' overall language skills in EFL or ESL context makes both researchers similar.

Moreover, from my observation and experience as a student in secondary school and university, even as a teacher, I recognized that lack of due attention to extensive reading practice in our context is common. The reading situation of students in Ethiopian secondary schools and higher education institutions is not good enough. The fact is that students are not well familiar with the extensive reading practice.

Hence, the current researcher intended to fill the gaps mentioned which are not considered by the researchers mentioned above. Firstly, investigating to what extent extensive reading has got attention is very important to promote reading skills since extensive reading contributes greatly to writing skills, vocabulary development, comprehension, fluency, and general self-confidence. Next, as has been clearly seen from the experience of school teachers and the studies conducted at the international and national level, to what extent extensive reading texts have got attention by including in textbooks and being practiced by actual users demands scrutiny. Furthermore, as far as the current researcher's knowledge is concerned, in the Ethiopian context, there is scarcity of research works on extensive reading. Thus, the motivation for this study came in part from recognizing this problem. This is a gap that the current researcher wants to fill. Thus, it is required to investigate EFL teachers' and students' awareness and practice on the extensive reading texts included in the grade 11 students' English textbook and their challenges. Thus, taking into consideration the importance of extensive reading in students' academic development, the current study is aimed to respond to the following basic research questions:

1.3. Research Questions

In order to achieve the aforementioned objectives, the present study attempted to seek answers for the following basic research questions:

1. To what extent are extensive reading texts included in the grade 11 English languages textbook?
2. To what extent are EFL students and teachers aware of extensive reading strategies?
3. How do EFL teachers and students practice extensive reading strategies during the instruction of reading skills in the classroom?
4. What are the challenges that impede EFL students and teachers in implementing extensive reading?

1.4. Objectives of the Study

This part of the study deals with both general and specific objectives.

1.4.1. General Objective

The general objective of this study was to investigate EFL teachers' and students' awareness and practice on extensive reading texts included in the grade 11 students' English textbook and their challenges

1.4.2. Specific Objectives

The specific objectives of the study were:

1. To identify the availability of the extensive reading texts included in the English language textbook for grade 11 students
2. To examine EFL students and teachers' awareness towards extensive reading strategies;
3. To examine EFL students and teachers' practice of extensive reading strategies;
4. To identify the challenges that EFL students and teachers impede in implementing of extensive reading strategies in learning and teaching reading of skills.

1.5. Significance of the Study

The researcher aimed to investigate EFL teachers' and students' awareness and practice on extensive reading texts included in the grade 11 students' English textbook and challenge they face in teaching and learning reading skills at Sayilem secondary school. Thus, the findings of this study have the following significances. First, through revealing the gaps in the practices, it gives insights for teachers to improve the implementation of extensive reading strategies.

Next, the finding of this study contributes to inspire learners to improve their knowledge about the advantage of extensive reading and to get more engaged in extensive reading. It also contributes to direct participants of the secondary school English teachers, and students so that they can appropriately use the strategies. In addition, it increases the awareness of teachers, the school and other concerned bodies of what should be done to promote extensive reading

practices. Moreover, the finding of this study will help to identify the place of extensive reading in Ethiopian EFL curriculum and to give an appropriate emphasis for extensive reading to successfully implement at secondary schools. Finally, the findings of this study would be used to promote effective use of extensive reading strategies in English language classes and also used as foot stone for other researchers who want to conduct further research on the area.

1.6. Delimitation of the Study

In this study, an attempt was made to investigate EFL teachers' and students' awareness and practice on extensive reading texts included in the grade 11 English textbook and challenge they face in teaching and learning reading skills. Geographically, to make the study manageable it was delimited to South Nation Nationality and People Region (SNNPR) which is located at about 308Km South of Jimma in Kaffa Zone, Sayilem Woreda. The selection of the school was purposive. The school was selected because of its accessibility to the researcher on the proximity and the researcher had worked at the school as a teacher for two years. As a result, the school is cooperative to him. In addition to the above, it was delimited to English language teachers and students of Sayilem Secondary School. Here it didn't mean that this problem is found only in this school, but it is delimited because of different reasons such as shortage of time, lack of resources and shortage of budget.

The study, therefore, was delimited to investigate EFL teachers' and students' awareness and practice on extensive reading texts included in the grade 11students' English textbook and challenge they face in teaching and learning reading skills. In order to come up with a good conclusion in line with addressing the underlying constraints related with the title in focus, the researcher selected a specific language skill and feasible area of study. This further helps the researcher reserved from unexpected time wastage and finance expenditure. Methodologically, the study's design is to mixed research design i.e., quantitative and qualitative. The sampling technique is to simple random sample and comprehensive sampling technique respectively. It was surrounded to descriptive statistics to describe the variables. Data gathering tools was enclosed to questionnaire, interview, observation, and document analysis.

1.7. Limitation of the Study

According to Best and Kahn (1993), limitations are those conditions that are beyond the control of the researcher and that can impose restrictions on the conclusions of the study. This study has got some limitations. Primarily, it is worth keeping in mind that the sample size of the study was limited to only 4 teachers and 101 students selected from Sayilem secondary school. For this reason, it can be said that the study is limited to only one high school teachers and students, which makes it difficult to generalize the results to all educational setting. It would have been better and more effective if the number of respondents had been more than this sample to get more reliable data. Besides, students' interview was not conducted. Moreover, corona virus (Covid 19) was other challenges that affect the researcher during the data collection. The abovementioned problems were the limitations of this research work that occurred because of constraints of finance, time and capacity.

1.8. Organization of the Study

With the exception of the Preliminary Section, this thesis has five chapters. The first chapter deals with introduction to the study, background of the study, statement of the problem, research questions, objectives of the study, significance of the study, delimitation of the study, limitation of the study, organization of the study and definitions of key terms used and chapter two deals with the review of related literature. Chapter Three is concerned with research methodology. Specifically, research methodology study design, study population and sample size and sampling techniques, data sources, data collection instruments, validity and reliability of the tools, data collection procedure, data analysis and ethical issues. Chapter Four consists of the data presentation, analysis and interpretation. Finally, Chapter Five presents the summary, conclusions and recommendations.

1.9. Definition of Key Terms

Extensive reading strategy: a strategy of teaching reading that is defined as a situation where students read a lot of material at their level in a new language; they are read in a general sense, for informational purposes, and as enjoyment (Pichette, 2006).

Awareness: the knowledge that teachers and students have of the underlying systems of the language that enables them to teach and learn effectively (Svalberg, 2007).

Classroom Practice: actual application or use of ideas, belief or method or as a process, involves multiple agents and their interactions within the classroom as a system (Li & Oliveira, 2015)

Challenges: is the problem or difficulties that students or teachers are encountering while learning and teaching including cognitive, affective, psychomotor problem that affect their result negatively. <https://www.merriam-webster.com>

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1. Introduction

This chapter reviews previous research to determine what is known in the field. Murray (2015) describes several important questions, the answers of which can be considered as a guide for conducting a literature review. These questions are: why is this subject of study important? Who else thinks this study is important? Who did the same thing in this work? What can be matched with this study? What are the gaps in research? This literature review is divided into sub-themes. These are: concepts of reading, teaching reading, learning reading, reading strategies, intensive reading, extensive reading, advantage and disadvantage of extensive reading and, and previous study on extensive reading were dealt.

2.2. The Concepts of Reading

Different scholars define reading differently in different contexts and for different purposes. The definition presented by various scholars usually ranges from associating reading with the recognition and decoding of words to perceiving reading as creative and thinking process. Reading is the process of extracting meaning from written texts. It is a complex skill that requires the coordination of several interconnected sources of information (Conley, 1992). According to Stager (1973) reading is a term used to refer to an interaction by which meaning encoded in visual stimuli by an author becomes meaning in the mind of reader. The interaction always includes three factors material to be read, knowledge possessed by the reader and physical and intellectual activities.

Grabe (2005) describes reading as the reader who learns something from what he/she reads and incorporates it as part of the lesson in the educational context. In the classroom, some teachers use textbooks as a tool to incorporate textbooks. For Goodman (1973), it is the communication between the reader and the writer, in which the message of the first part must be understood and then decoded. Also, it is a powerful way for the reader to communicate before receiving the textual information from the reader.

From the above definition, we understand that, reading is one of the most effective tools for developing fluency. It plays an important role in language learning, determining student achievement in academic learning and personal development. It also improves students' ability to speak. Nuttall (1996) argues that, if used effectively, reading can lead itself to the development of other language skills. More importantly, in an educational context where a foreign language serves as a means of teaching at the high school and tertiary level, such as in Ethiopia, the role of reading skills is important in the academic career of students.

For Pickett and Laster (1980), reading is the process of inter-relating many varied experiences, drawing symbols that are almost infinitely varied in their combination and variations. It is therefore, not a simple process that is mastered once and for all it includes different experiences and strategies to come up with the meaning of a text. From the above concepts, one can understand that reading is one of the basic skills which need the reader's active involvement to make the reading meaningful. David (2005) stated that reading is the ability to get knowledge and appreciation from printed symbol. In addition to the above definition, reading is the practice of using text to create meaning. "If there is no meaning being created, there is no reading taking place (Johnson, 2008:3)". Reading is constantly a developing skill; we get better at reading by practicing and on the other hand, if we don't practice, we will not get better and our skill may worsen.

From the above scholars' definition, we can deduce that reading is the process of constructing meaning from written texts, an interaction by which meaning encoded in visual stimuli by an author becomes meaning in the mind of reader, not a simple process that is mastered once and for all, constantly a developing skill like any skills in which the readers seek to identify, comprehend, interpret and evaluate the ideas and point of view expressed by the writers. The researcher could assume that reading is an activity in which the reader tries to identify, comprehend, interpret and evaluate the ideas and opinions expressed by the scholars. Reading is a major to learn any language and reading ability is a basic and significant criterion to scale one's English level. Reading is what happens when people look at a text and assign meaning to the written symbols in the text. It is the interaction between the text and the reader that constitute actual reading (Aebersold & Field, 1997; as cited in Gezahegn Fikdu, 2003).

2.3. Teaching Reading

Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, and causing to know or understand (Brown, 2007). This means that teaching is a means of guiding and facilitating learning, enabling students to learn, and setting learning conditions. Teaching reading means guiding and facilitating students to read, enabling students to read, and setting reading conditions.

Day and Bamford (1998) stated there are at least four distinctive approaches to the teaching of foreign language reading. Firstly, grammar-translation is an approach that students may be taught to read texts written in a foreign language by translating them to the native language. As a result, meaning is taken at the sentence level with less attention paid to the meaning of the text as a whole, and meaning is constructed through the native language, not directly from the native language. Secondly, comprehension questions and language work in an approach that focuses on teaching textbooks containing short passages that demonstrate the use of foreign language words or grammar. These texts are short enough to encourage students to read them word by word and followed by comprehension questions and exercises.

Thirdly, skills and strategies in an approach that the teacher has to prepare for the students to read one or two passages from a textbook by providing any background knowledge needed for comprehension. This preparation may include pre-teaching vocabulary that appears in teaching passages. Students then read the passages silently while keeping in mind two or three while reading questions. Finally, extensive reading is a key strategy to help students become willing and able readers in a foreign or second language. From this, we understand that, teaching reading is a creative activity and the base for students to understand the strategies to be applied in and outside the classroom.

2.4. Learning Reading

Brown (2000) stated that, learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. This is the result of a relatively permanent change in behavioral orientation and strengthened skills. In addition, learning is an activity to gain knowledge, skills and experience about studying the subject. In learning reading students must make more effort to

gain information and understand the ways of the text. Therefore, the goal is to gain a complete understanding of what is being read (Tankersley, 2003).

Based on the above statements, it can be concluded that learning reading is a process that students understand in obtaining textual information. Students can succeed in learning reading if they receive information and understand the text. In addition, the reader should have good skill to understand the text; the reader should know how to bring their own knowledge to understand the meaning of the text.

2.5. Reading Strategies

Most of English as foreign language learners often show some troubles and difficulties in reading certain text. They always struggle with some text and find its problematic issue to achieve comprehension and understand the content. Many evidences have been shown the importance of reading strategies and their effective role in exchanging and developing reading comprehension. Reading strategies instruction are indeed very effective for learners who show lack of knowledge in to the domain of reading as well as those with lower reading skill and assume they are strongly needed for this kind of learner (McNamara, 2007).

According to Grabe (1991), reading strategies are defined by observing them as free readers, writing down the strategies they use and then teaching them to read. Thus, students implement the necessary strategies according to the purpose of the reading during the reading hour. Reading strategies are the different methods and efforts a reader knows and is able to use in order to comprehend (Roe, 2004). Efficient readers have many reading strategies at hand, and they know how to use them effectively and practically (Aamotsbakken et al., 2012).

Reading strategies can help students read in a very efficient way. It means that students can transfer the strategies they use when reading in their native language to reading in a language they are learning. Effective readers often monitor their understanding, and when they lost the meaning of what they are reading, usually select and use a reading strategy (such reading or asking questions) that will help them reconnect with the meaning of the text. Therefore, it's necessary to know reading strategies which indicate how readers understand the task they read (Wichadee, 2011).

Reading strategies are used by students to develop their comprehension of language. Garner (1987) says that strategies that increase the likelihood of comprehension and retrieval of important content, given in the finite resources available, are essential. Reading is one way in which students make contact with new information. However, they often fail to comprehend what they read. In order to promote reading comprehension, the teaching of reading strategies can be employed. However, the researcher for this study focused on strategies that are very common in students' textbooks and on practice they have learned in class.

2.5.1. Cognitive Reading Strategies

The term cognitive strategies, according to O'Malley and Chamot (1990), are more directly related to individual learning tasks and entail direct manipulation or transformation of the learning material. Meanwhile, Oxford (1990) states that such strategies are varied a lot, ranging from repeating to analyzing expressions to summarizing. According to Biria and Tavakoli, (2012), cognitive strategies help learners process and use the language for learning or for accomplishing a task involving the language, e.g., 'watch TV in English, listen to radio/CDs in English, use English computer programs, and find similarities between first and second languages. Compared with Memory strategies, the purpose of Cognitive strategies is not simply memorization but instead deeper processing and use of the language (Biggs, 1988). This category is commonly used for research on second language learning (Cohen et al., 1998; as cited in Biria & Tavakoli, 2012).

2.5.1.1 Skimming

Sometimes we may have to get an impression of the message in a text quickly without having to read every word. When we do this, we say we are skimming. Skimming means moving the eyes rapidly over a page in order to get a general idea of what the text is about. We focus on certain key words, phrases or pictures in order to gain an idea of the content and organization of the text. According to Jarvis and Mingham (1986), skimming is a reading technique that allows the reader to gain a quick overview of the text and get an idea of what is going on. When we skim, we don't read every word. We focus on the titles and sentences in the first and last paragraphs. In addition, Lio (2011) defines skimming as a reading technique in which the reader quickly reads the text

and gets the main idea, they repeat the entire section. Readers do not need to pay attention to details. Similar to Lio, Nuttall (1996) argued that skimming refers to a closer look at a text to determine its meaning. So, skimming is a quick way to understand the meaning of a passage. It also gives readers the opportunity to anticipate the purpose of a passage, the main topic, or the message, and perhaps others develop or support ideas.

2.5.1.2. Scanning

Scanning is another reading technique. It is aimed at quick reading and searching for specific information. When readers need to search for specific information, they do not need to read the entire article carefully. Instead, they can scan for information to find the information they need. Nuttall (1996) defines scanning as moving faster through text to find specific information. So, when scanning we try to find specific information and often, we don't even follow a straight line of text. Parallel to this, Simensen (2007) defines, scanning as a technique of reading used to search specific information from a text. For example, it could be a phone number or a historical date in a textbook. You know what you are looking for and don't pay attention to other information.

This strategy is often unconsciously used in school for example when the teacher asks a question and the learners look in their textbooks for the right answer (Bakke, 2008). Scanning involves three steps: determine what keywords to look for, look quickly through the text for those words, and then read the sentences around them to see if they provide the information being sought. Applying to scan in reading comprehension makes readers easier in looking the specific information without wasting much time. As Nuttall (1982) states, scanning exercises are easy to devise. The easiest are those requiring the students to scan for single word or specific fact.

2.5. 2. Meta-cognitive Reading Strategies

Meta-cognitive reading strategy is strategies that help students control or monitor cognitive strategies. They are critical thinking theories and are defined as planned, targeted, and future that can be used to achieve cognitive functions (Salataki & Akyel, 2002; Phakit, 2003). In addition, metacognitive strategies differ from cognitive strategies in that they cover many areas of learning, and cognitive strategies can be integrated into the learning environment so that students

who know what to do when faced with learning difficulties utilize strategies for recognizing what they should do. Metacognitive strategies indicate one's thinking and can facilitate more learning and developed performance, especially among students who try extremely hard to understand the written context. Rmesh (2009) explained that, identifying and monitoring cognitive processes can be one of the most important skills that teachers and educators can help EFL / ESL students.

2.5.3 Social Reading Strategies

Social strategies refer to how learners interact with other people in the context of learning languages and related culture. Social strategies include, among others, 'ask someone to speak slowly, practice with others and show interest in learning about the culture of English-speaking countries. This category, sometimes combined with affective strategies, is often part of strategy research (Oxford, 1990, 1996; cited in Biria & Tavakoli, 2012).

2.6. Intensive Reading

As the name implies, intensive reading is a short reading that means reading a clear and clearly intended text, such as answering questions for reading comprehension or identifying how sentences are related. Unlike extensive reading, the purpose of intensive reading is not to read multiple texts for fluency, but to read short texts instead of gaining in-depth knowledge of that text. Although reading comprehension can be one goal of intensive reading, these goals include learning the topic, learning vocabulary, and studying the author's intentions (Jeremy, 2015). It can be called a study reading (Extensive reading foundation, 2011).

Simensen (2007) defines intensive reading as careful reading to memorize in detail and understand all the words and meanings. It is often taught and used in schools. Many students use this strategy regardless of the type of text they are reading. Parallel to this, Palmer (1964), the learner pays special attention to the use of vocabulary, and when reading the vocabulary, they should analyze, compare and translate the vocabulary. Therefore, the use of dictionaries helps the learner to progress in the process of learning the language. However, this can affect the reader's reading speed. As Hussein et al (2020 cited in Sesnan, 1997), intensive reading means reading a passage or book slowly and carefully, and reading every word and thought carefully.

In addition, Macalister (2011) expressed his view on intensive reading; students usually read texts that are more difficult, both in terms of content and language, than those used for extensive reading. To help students understand sentences that can present significant challenges in terms of vocabulary, grammar, and or concepts, teachers should focus on reading skills, such as defining key ideas and predicting meaning. In addition to the above, Macalister specified the four learning objectives of intensive reading. Those are: to focus on new languages, such as vocabulary and grammar, to focus on concepts such as subjects and subjects, to learn skills making inferences and identifying key concepts and focusing on features such as species structure and coherence.

2.7. Extensive Reading Strategy

The meaning of extensive reading is reading widely but not necessarily focusing on only one text. We can read from different sources to develop our reading skills. It's not about finding layers of meaning, grammar rules or other critical aspects of a text. Extensive reading is a type of reading where you engage with different types of reading material. It can be fiction, non-fiction, work-related documents, and newspaper articles and etc. According to Richard et al. (1992:133) "extensive reading means reading in quantity and in order to general understand of what is read." Parallel to this, Haarman (1988) defines extensive reading as the term used to describe the strategies called into play when we read longer texts either for pleasure or information, and may involve so many strategies, which the reader applies according to the individual text and his/her interest in its various parts.

From the above definition we deduce that, it is clear that by using different strategies, we can obtain a general understanding without necessarily understanding every word or part of the text. We will notice the contrast with intensive reading, in which the reader should understand all aspects of the texts. The aim of extensive reading, therefore, is for the reader to get the sense of the text. Since we can arrive at meaning without knowledge of every word in the text, we are motivated to read on, realizing that we can still get the sense of the text. Extensive reading, also known as wide reading, has been associated with pleasure and entertainment. It may be interpreted to mean reading without any particular objective. Additionally, Hedge (2003) states the benefits of extensive reading as it can build learners language competence, progress in their

reading ability, become more independent in their studies, acquire cultural knowledge, develop general self-confidence of learners and motivation to carry on learning.

According to Waring (1997: 11, cited in Savaş, 2020), extensive reading is the way in which L2 learners can access language at their own comfort level because they read materials that they want to read, at a pace that they feel comfortable with. This allows them to encounter the language at enough amount of time to pick up a 'sense' of how the foreign language they are learning fits together and helps to consolidate what they already know. Mikulecky and Jeffries (2007) also note that because extensive reading is enjoyable, one will read faster and more enjoyable. To them, this is the cycle of positive reinforcement that leads to the positive effects on comprehension and general language.

The above definition implies that, extensive reading is additional reading outside the restricted area of textbooks either for personal enjoyment or to satisfy one's curiosity towards a topic or an issue. Any type of reading is considered extensive reading as long as the reading task adds to the reader's knowledge and increases his/her reading ability and skill.

2.8. Intensive and Extensive Reading Strategies

According to (Extensive Reading Foundation, 2011) there is a difference between "learning to read" and "reading to learn". Both of these are accurate forms of reading, but serve different purposes. When students 'read to learn' (intensive reading) they read a text to learn something about the language itself, perhaps a new word, some grammar, and so on. We can call it "study reading". This is a common read by many students in their textbooks. The sections are short and often contain many languages that students do not know. Instead, both should accompany one another to maximize learner benefits. When students read extensively, they read very easy, enjoyable books to build their reading speed and reading fluency. The aim of extensive reading is to help the student become better at the skill of reading rather than reading to study the language itself. When students are reading extensively, they read something quickly and enjoyably with adequate comprehension, so they do not need a dictionary (Extensive reading foundation, 2011).

- Read something quickly and
- Read enjoyably with
- Adequate comprehension so they
- Don't need a dictionary (Extensive reading foundation, 2011).

Extensive reading is different from intensive reading. In intensive reading, students generally work with short classes with the next guidance from the teacher. The purpose of intensive reading is to help students obtain a detailed meaning of the text, develop key reading skills, develop reading skills, how to recognize text connectors, and improve vocabulary and knowledge of grammar. It is important to note that these two approaches to teaching intensive reading and extensive reading should not be seen as opposed, as they serve different and complementary purposes (Carrell & Carson, 1997).

From their names, we can probably understand that, both of them celebrate reading as an integral part of language learning. Where they differ, however, is in their approach to their activity. Extensive can essentially also be referred to as reading for joy. This approach encourages learning as much as possible in your target language. This will be presented with a much wider range of words and grammatical structure. All of this should make you a better language learner and help you get on the right track. Thus, the difference argued by researchers, in general, shows that intensive reading is usually related to careful reading of short, more complex texts in foreign languages with the aim of full and detailed understanding. Extensive reading, by contrast, is often associated with reading large amounts of texts in order to gain a general understanding of the text. Readers are more concerned with the meaning of the text than the meaning of individual words or sentences (Barzani, et al., 2020).

2.9. Advantages of Extensive Reading

There is a wealth of research that supports the inclusion of extensive reading practices in FL classroom curricula. Discussing and demonstrating the benefits of extensive reading, Davis (1995) emphasized the role of researchers in foreign language acquisition. EFL classrooms would be poor without an extensive reading program and would not be able to effectively promote language growth in all respects. They confirm that students will improve their interesting and creative skills by reading books. These benefits are not as obvious as the other

benefits. It's no big surprise that students will progress in reading and become more confident in reading by reading a few self-selected books in a short time. In addition, there are many reasons why extensive reading is good for language development. As students read a lot, they will find thousands of words and word patterns that are not taught in textbooks. In addition to this, there are many reasons why extensive reading is good for language development. It builds vocabulary, when learners read a lot; they meet thousands of words and word patterns that are not taught in textbooks. It allows the learner to develop an awareness of collocations (common word partnerships) and thousands of lexical phrases (Davis, 1995).

Extensive reading provides opportunities to see grammar in context so learners can deepen their understanding of how grammar is really used. It helps learners to build reading speed and reading fluency. In particular, developing reading speed is important because it helps learners to understand language faster and better (Waring, 2009). Many reasons are attributed to the benefits of extensive reading. For instance, Elley (1991) consider the attributes of success to five factors: extensive input of meaningful print, incidental learning, the integration of oral and written activity, and focus on meaning rather than form and high intrinsic motivation. According to Bell (1998) extensive reading plays various roles in language learning process. From the advantages of extensive reading, most literature presents the following as the major ones:

2.9.1. Extensive reading offers comprehensible input to learners

Extensive reading is the most readily available form of comprehensible input, especially in places where there is hardly any contact with the target language. If carefully chosen to suit learners' level, it offers them repeated encounters with language items they have already met. This helps them to consolidate what they already know and to extend it. There is no way any learner will meet a new language enough times to learn it in the limited number of hours in class. The only reliable way to learn a language is through massive and repeated exposure to it in context precisely what ER provides (Alan, 2009).

2.9.2. Extensive reading helps to develop student's general world knowledge

Extensive reading can not only help students to develop language skills, but also broaden their knowledge base. They know more about different topics and how these topics are presented in

different types of text. With an increase in background knowledge, students can read many subjects with more variety and comprehension. Many, if not most, students have a rather limited experience and knowledge of the world they inhabit both cognitively and affectively. Extensive reading opens windows on the world seen through different eyes (Alan, 2009).

2.9.3. Extensive reading helps students to improve their writing skills

Students who read extensively also make gains in writing proficiency (Elley & Manubhai, 1981; Hafiz & Tudor, 1989). This is probably because as students encounter more language more frequently, through extensive reading, their language acquisition mechanism is primed to produce it in writing. Additionally, extensive reading provides the L2 learners are aside from mastering the reading skill; they improve their writing skill as well. For instance, in countries where there are shortages of efficient L2 teachers, learners are often left with poor writing qualities. So, when the learners read extensively, they very often come across some common and standard structures of writing which they may, even to their subconscious mind, be able to internalize and thus develop their writing skill. There is a well-established link between reading and writing. Basically, the more we read, the better we write (Alan, 2009).

2.9.4. Extensive reading can motivate learners to read different types of texts

Students with extensive reading can develop more confidence and motivation. L2 students, especially those with low levels of knowledge, often find learning English as a harrowing experience. They often have to deal with reading passages that are several levels higher than their current level of knowledge. These students often report that their confidence and motivation levels decline and decline over time, eventually losing interest in learning English. Extensive reading can be a source of trust and motivation for this group of students. When they learn inside, or a little below their potential, they can learn with great pleasure and understanding, which helps them become more confident and motivate students (Bell, 1998).

In addition, it is very encouraging for students to find that they can read in English and enjoy it. For this reason, it is important that books are of interest to students and at the right level in their reading skills. If students find the books compelling and interesting, and they can understand them, they can become more interesting readers. This can help increase their self-confidence as

language learners. As students get better at reading foreign languages, they are encouraged to read more. Reading materials are selected for general reading courses that meet the needs, tastes, and preferences of the students, encouraging them to read and read ahead (Bell, 1998).

2.9.5. Extensive reading helps learners to build their self-confidence

Most of the reading in the classroom has traditionally been focused on providing students with short texts, either to introduce lexical and grammatical points or to provide students with limited practice in various reading skills and strategies. However, a large number of students in the world of English as a foreign language / ESL request to read longer texts and books for academic purposes. The benefits of extensive reading are numerous and widespread. By reading a large amount and a rich variety of material that is within their language abilities, learners are exposed to large amounts of input. The above points can be summarized as the benefits of extensive reading is not only improving vocabulary and reading ability but also fluency in a number of areas including writing and possibly speaking (Bell,1998).

2.9.6. Extensive reading facilitates the development of student's prediction skills

One of the most widely accepted ideas about the reading process right now is that it relates to the use of background knowledge. This knowledge is considered to provide a platform for readers to predict the content of a text-based on existing schemes. When students read, these schemes are used to help readers interpret messages beyond the printed words. These processes are based on predicting, sampling, assuming, and rebuilding the understanding of the message as the message progresses as the reader reads it (Nunan, 1991).

To sum up, there are a number of studies conducted on advantages of extensive reading specially, gains in vocabulary, gains in writing, spelling, oral proficiency, listening and on motivation and attitudes which reveal that the body of research points in the same direction towards the effectiveness of extensive reading. Finally, extensive reading has numerous benefits not only for students but also for teachers in different ways. Extensive reading helps teachers better inform themselves, both about their profession and the world. It also helps teachers to keep their own use of English fresh. As we have seen, research on reading language learners shows how extensive reading is improved in all areas of language proficiency (Krashen, 2004).

2.10. Disadvantages of Extensive reading

Extensive reading refers to reading more texts, usually for the pleasure. This is a fluency activity, mostly associated with general understanding (Grellet, 1981), a reading activity that teachers encourage students to do. Choose what you like to read for yourself and do it for your pleasure and improve the language. According to Palmer, extensive reading means reading "book after book", he argued that the reader's attention should be on the meaning, not the language of the text an extensive reading also has some disadvantages.

- ✚ Extensive reading can be expensive and time consuming to set up if materials are not already available. It may be difficult to get support from an administration.
- ✚ The next limitation is that there is no test. To evaluate and keep track of students' reading progress, teachers can offer follow-up activity after reading (Day& Bamford, 2004).
- ✚ An extensive reading program is easiest to establish when the students have a high level of second language proficiency. For intermediate levels, students need a specialized library within their language proficiency range. They need texts that can be read without much use of a dictionary.
- ✚ It can be difficult to keep students challenged to read complex texts as the process progresses. Some standardized programs use a "scale" for students to write lessons, giving more "grades" to reading at a higher level. While this has proven to be inspiring or competitive in some cases, in others it would make sense for students to try to read texts that are more difficult than they can control and thus become discouraged (MacLeod, 2012).

2.11. Extensive Reading Texts in English Language Textbook

According to Hutchinson and Torres (1994; as cited in Brown (2008) textbooks have been the cornerstone of many teaching programs and in many cases are adopted or become part of the curriculum. They are effective agents for change because they allow innovation, which is inevitably wasteful and destructive, to be introduced in an informed and structured way. The textbook is therefore a great way to encourage extensive reading. Currently, extensive reading is considered an add-on for a language learning program rather than its main component.

Textbooks can help make reading an integral part of it. Extensive reading should also be incorporated into the textbook as this will help you overcome many of the problems of extensive reading that are prompting more institutions and teachers to adopt it. Various concerns have been expressed that fall into two broad categories: doubts about the legitimacy of extensive reading and concerns about the practicalities of setting up an extensive reading programme (Brown, 2008). However, textbooks almost completely ignore extensive reading. With some exceptions, most text books do not mention extensive reading, which means that it is up to individual teachers and institutions to convince others to believe in their own strengths, integrate them into the curriculum and deal with the real situations involved.

In addition, it can directly encourage students to read extensively with the recommendation that they are. Many textbooks today include study tips and advice, and occasionally extensive reading may be mentioned. In addition, Hilgson, Brown, and Mandewell (2004) suggests that what they call easy English books or journals can be read in its "related" sections, and the teacher's guide illustrates what applies to this extensive reading. However, in the vast majority of books, this simple recommendation is not interestingly available. Of course, such advice is unlikely to work without additional support alone. A more effective way for textbooks to stimulate large amounts of reading is to show students activities directly that allows them to start reading or discuss their reading habits. All major publishers of ELT textbooks publish a series of rated readers, and the textbooks can include some of these readers or encourage students to read.

2.12. Implementation of Extensive Reading Strategy

Students are benefited if an extensive reading is integrated into second language curriculum. Shankar (2010) addressed that extensive reading should be integrated into second language curriculum as it enhances learners' attitude towards reading. He suggested that it will be more beneficial for students if extensive reading will be integrated into second language curriculum through a separate course. He stated an alternative method to integrate extensive reading in ESL curriculum in which certain amount of extensive reading will be incorporated into the already existing course such as reading or writing. In addition, due to the limited time of the course, teachers can give extensive reading as homework. Teachers should make students aware of the benefits of ER and encourage them to read as an optional activity as a formal study.

Extensive reading is when the people read particular books or text freely. In extensive reading, the people can choose their favorite book freely that they think easier and interesting. Krashen (2004) said that extensive reading can improve their enjoyment in reading. During extensive reading, to improve their enjoyment, they can add the activities by inviting their friends to read together. They also may discuss together regarding with the book texts they read. This makes them strengthen their communication skills in delivering the ideas about the text while discussing. According to Day and Bamford (1998), extensive reading is a part of second language curriculum, i.e., as a separate course, as a part of an existing reading course, as a non-credit addition to existing course, and as an extra-curricular activity. Thus, students have to rely themselves and gain knowledge from their readings outside the classroom.

- **As a separate course**

To organize an extensive reading approach as an independent course, it is needed to arrange separate teacher, syllabus, classroom, materials and time period just like other courses need. The length of time may vary depending on the purpose of the second language curriculum.

- **As a part of an existing reading course**

A portion of extensive reading can be integrated into existing reading course. Teachers can assign students to read a number of books both in class and outside of class per, week, month and per semester. In classroom reading, time should be kept aside for extensive reading activities such as group discussion on assigned books. It involves building into an existing course certain amount of extensive reading [e.g., reading certain number of books per week or per semester, both in class and for home work). In addition to classroom reading, classroom reading time is devoted to extensive reading activities, such as students' oral book reports.

- **As a non-credit addition to an existing reading course**

Students are advised to read according to their interest and for their own pleasure. This is an elective assignment and not a formal part of the course. Generally, students should enjoy reading for their own pleasure than getting a good grade. Therefore, extensive reading can be introduced

in current reading course as a non-credit and optional activity. There will be no marks which may affect their grade but extra credit will be given in their final mark sheet.

- **As an extracurricular activity**

Extensive reading can be added as a supplementary reading club which will not have any relation with the courses of curriculum. All the students of school can join it and the activities of the club can start after the classes will over. A teacher should be appointment as an in charge of the reading activity. The activities of the club can be held weekly or twice in a week according to the interest of the students and the teacher.

2.12.1. Awareness towards Extensive Reading

In the extensive reading, teachers play an important role in encouraging and assisting students with reading (Hedge, 2001) and in checking and providing feedback on student work (Rob & Susser, 1989). The teacher encourages and helps students to read. Occasional summaries (oral or written) can help with this because they show that students read and understand what their books are about. Extensive reading helps teachers to gain more knowledge of the profession and the world. It also helps them to improve their English knowledge.

As Alan (2009) points out, research on the teaching of language teachers shows how extensive reading can improve all areas of language understanding. If this is true for students, how best is it to do for teachers? A successful and effective extensive reading can add to the fun and enjoyment of our language. Successful and effective extensive reading program largely depends on what role teachers play. In addition to creating activities, the teacher encourages and assists students by asking what they do during and or after the lesson. Alan (ibid.) Describes that the teacher should read the book with enthusiasm, should be a frequent reader and alone, so he/she should try to read the materials that their students read both before and after the student.

Teachers who read widely are role models for their students. Teachers are more likely to have students reading as well. The teacher should be an example to the students. In addition, teachers should be involved in providing ongoing classroom guidance. As a key to extensive reading success, it should not end up with students focusing on extensive reading (Day & Bamford

(1998). Guiding students in the methodological methods and skills related to extensive reading, explaining its differences from other types of reading and other related issues.

2.12.2. Classroom Practice of Extensive Reading

Extensive reading implementation requires a consideration of aspects that has to be reflected in the class room practice and in managing the program. Some of the recurring issues in scholar discussion includes maximize learner involvement. Bell (1998) recommends having students take an active role in the setting up and administration related to these areas as it will give students a sense of involvement and ownership. Bell (ibid) states that regular conferencing, between teachers and students, plays an important role in motivating students and allows for effective monitoring of individual progress. It also provides opportunities for the teacher to show interest in what students are reading, and enables him /her to encourage them to read more and act as a reading role model.

The implementation of extensive reading plan requires consideration of the factors that may be reflected in classroom practice and plan management. Some of the issues that often arise from scholarly debates include increasing student participation. Bell (1998) suggests that students should be allowed to play an active role in the settlement and management of these issues, as this will make students feel involved and have a sense of belonging. Even so, there are still disagreements about the reality of readers of some grades. To ensure that readers read only the material that has been proven to be correct, these factors must be taken into account

Lastly, it is very important that teachers maintain an entertaining atmosphere through an extensive reading program. As has been learned, extensive reading is intended to stimulate students' interest in reading and this suggests that it should be read with pleasure. Fun environment for example, if your teacher invites speakers to talk about a book you read recently, that's fine. Bell (1998) suggests using books to promote multimedia resources (e.g., video, audio, CD-ROM, movies, etc.). They should use the power of storytelling to teach students interesting topics, review book plays, receive posters, brochures, library resources, and even invite visitors to their book in class. In this way, teachers can support students' motivation to read and secure their full participation in the entertainment offered by the programs that can make reading more

in-depth and help students begin to see reading as a valuable, exciting, fun and useful activity. Day and Bamford (1998) provide tips on continuous silent reading (SSR) and teachers read aloud and various follow-up activities to promote extensive reading

Sustained Silent Reading (SSR)

In sustained silent reading, students and teachers read silently read books or other material of their choice. Everyone in the room is reading something different. Here, giving students valuable reading time is one of the things teachers can do to demonstrate the value of reading and to establish a reading community. Like every other concept, extensive reading has received a substantial share of disapproval from critics who argue that it has very little, if any relevance, in improving learners' literacy skills. Green (2005), for instance, argues that, extensive reading may not produce significant literary benefits to learners, simply because it allows materials of all kinds to be incorporated into a student's library without being examined to establish whether it adds literary value. The extensive reading would be more effective if teachers provided more guidance to students, the purpose being to enable them obtain a clear understanding of the purpose of the reading task.

Teachers read aloud

Reading aloud can be a first step in promoting extensive reading (Robin 1997; as cited in Day & Brumfit (1998), states that reading aloud fits well with the oral traditions of students' culture. This can be a way for learners to become familiar with the genres, writers, and books they can read.

Follow-up Activities

In extensive reading the consideration of post reading activities comes due to different reasons. Day and Brumfit (1998) point out, allow students to support and motivate one another, and they allow teachers to guide students. Further, they suggest that answering questions, writing summaries, writing reaction reports, giving oral reports are possible forms of follow -up activities.

2.13.3. Challenges of Implementing Extensive Reading

Many researchers and teachers who support extensive reading ask themselves why extensive reading is not being readily adopted by language education institutions. Wilkinson (2002) and Day and Bamford (1998) point out that for various reasons, not enough attention has been paid to for extensive reading. There is the cost and the work required to set up the program and the difficulty of finding time in the rigorous curriculum. They suggest that starting small and achieving positive results justifies spending more time and energy on expanding the program.

Day and Bamford (2005; as cited in Mikeladze, 2014), extensive reading has some obstacles. They suggested various reasons: cost of the program; the work required to set up a program; the difficulty in incorporating extensive reading in the already-crowded curriculum; the teacher's role; the easy nature of reading material; the prevailed reading skills approach in EFL; the belief that reading should be delayed until students can speak and understand the FL; confusion between extensive reading and class readers. In relation to this, Grabe (2009) indicated the following problems in implementing extensive reading. He argues that firstly, in L2, fluent reading is not often really the goal for a reading class or a reading curriculum; rather the goal is the development of language skills, vocabulary, grammar, translation, or study skills. Second, teaching extensive reading requires lots of resources (Mikeladze, 2014).

Third, the focus of many reading curricula is on accurate comprehension and the assumption that a good comprehended will eventually become a fluent reader of extended texts on his or her own. Fourth, Grabe (2009) considers, one of the reasons for the non-popularity of extensive reading is the teacher's role and unreadiness to teach it. According to him even administrators are uncomfortable with teachers not teaching and students not preparing for high-stakes exams while in classes. Teachers, administrators and parents may be afraid to use light reading such as non-literary magazines, newspapers and comics lacking literary merit.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

Research methodology involves studying the methods by which a piece of research is to be carried out in order to systematically find out an answer for a research question. Comprehensive knowledge of research methodology provides one with the necessary background to choose methods, materials, scientific tools, and analysis techniques best suited to the research problem (Kothari, 2006). The main purpose of this study is to investigate EFL teachers' and students' awareness and practice on extensive reading texts included in the grade 11 students' English textbook and challenge they face in teaching and learning reading skills. This chapter, therefore, discusses the research design, data sources and study site, population, sample and sampling techniques, the data collection instruments, the data collection procedure, mechanisms for ensuring validity and reliability of tools, methods of data analysis, and ethical issues.

3.2. Research Design

A descriptive research design employed to investigate EFL teachers' and students' awareness and practice on extensive reading texts included in the grade 11 students' English textbook and their challenges in teaching and learning reading skills in EFL classroom since the study is mainly concerned with describing data observed through questionnaire, interview classroom observation, and document analysis.

Moreover, a descriptive research design can use a wide variety of research methods to investigate one or more variables and it can answer what, where, when and how questions (Grove, 2009). Thus, the researcher preferred descriptive research method for this study to describe people's opinion, beliefs and awareness about extensive reading and it provides detailed information about the topic under the study as well as tests the research questions related to the current situations of the problems (Creswell, 2012). In addition, its purpose is to examine a phenomenon that is occurring at a specific place and time, and it is concerned with conditions, practices, structures, differences that exist, opinions held, processes that are going on (Creswell, 2012). So, it is used to describe the characteristics of a population/phenomena being studied. Besides, the quantitative method is used to show situations as they currently exist and enable to

know what happened or what is happening. The qualitative method is used to assess themes and relationships at the case level (Cohen, 2011). This can simply help to analyze data obtained through interviews, open-ended questions, and document analysis. Thus, data on its natural settings and more clarification enable the researcher to interpret a phenomenon. Therefore, the study intended to respond to the research questions through qualitative instruments (i.e., semi-structured interview, document analysis open-ended questionnaires, and quantitative nature (i.e., close-ended questionnaire items). Therefore, a mixed approach was used. Thus, in this research, as discussed in chapter one, the following basic research questions were formulated to achieve the main objective of the research.

Question One: To what extent are extensive reading texts included in the grade 11 English languages textbook? This question is designed to find out to what extent extensive reading texts are included in the English language textbook. To this effect, a document analysis was used. This is because the document analysis helps to discover to what extent extensive reading texts are included in the grade 11 English textbook.

Question Two: To what extent are EFL students and teachers aware of extensive reading strategies? This question is designed to assess EFL students and teachers' awareness of extensive reading strategies. Thus, the questionnaire was administered to the students, and a semi-structured interview was made with teachers to get appropriate data for this question.

Question Three: How do EFL teachers and students practice extensive reading strategies during the instruction of reading skills in the classroom? The purpose of this question is to examine the practice of extensive reading in the school and to examine whether or not extensive reading activities were effectively implemented. Thus, the questionnaire was administered to the students, classroom observation and interviews with teachers was held.

Question Four: What are the challenges that impede EFL students and teachers in implementing extensive reading? This question is set to investigate the challenges that EFL students and teachers face in implementing extensive reading. Thus, a questionnaire was administered to the students, and an interview for teachers was held.

3.3. Description of the Study Area

The study was conducted at Sayilem Secondary school, which is found in South Nations, Nationalities and Peoples' Region (SNNPR) in Ethiopia. This school was selected as the study site purposely for the following reasons. (1) The researcher identified the problem in this school. (2), because of its proximity to the working and living area of the researcher. Besides, the researcher had an experience of observing the teaching and learning process at the school. Hence, the researcher was familiar with the school environment, which might help him to access the needed information easily. Moreover, no researches have been made so far regarding the topic in the selected school.

3.4. Participants of the Study

All teachers and students were the target population of the study. Grade 11 English teachers and their regular students of Sayilem Secondary School in the 2013 E.C. All the four English language teachers of grade 11 were taken as the direct participants in the study. The students, on the other hand, were randomly selected from eight (8) sections. The total number of students who were learning in the selected grade level was 200. From this, 88 were female students and the rest 112 were males. Thirteen (13) students from five (5) sections and twelve (12) students from three (3) sections were randomly selected as the sample size then found to be 101 students.

3.5. Sources of Data

Both primary and secondary data sources were used. The primary data was collected through questionnaires and interviews, whereas documents like textbook and teachers developed supplementary materials were analyzed as a secondary data source.

3.6. Sample Size and Sampling Techniques

The target populations of the study were grade 11 students and their English language teachers. In line with this, all the available four English teachers and the 200 grade 11 students were taken as sample sources of data for the study. Therefore, comprehensive sampling and simple random sampling techniques were applied to determine the participant teachers and students respectively.

The researcher has taken samples from the students' population by using Yamane's formula. Yamane (1967) suggested another simplified formula for calculation of sample size from a population which is an alternative to Cochran's formula. According to him, for the present study a 95% confidence level, 0.07 margin of error and $p = 0.5$ size of the sample, the following formula was implemented to have 101 students:

$$n = \frac{N}{1 + N(e)^2}$$

Where: n- The sample size

N- The population size

e- The acceptable sampling error

$$n = \frac{200}{1 + 200(0.07)^2} = \frac{200}{1 + 0.98} = 101$$

As there were only 4 male teachers in the school, the researcher dealt with all of them. The students were selected from all 8 sections again through a simple random sampling technique which is known as the lottery method. Draws equal to the number of students in a section were prepared to be picked up by each student and then they had an equal chance to be selected. The researcher wrote 0 and 1 to all 25 separate papers and folded them in a similar manner, and then students who choose 1 was taken as a sample for the study, and students who choose 0 were not be taken as a sample for the study. Finally, thirteen (13) students from five (5) sections and 12 students from three (3) sections were selected as sample population. Therefore, the sample size of the study is 101 (50.5%).

From this school, the study focused only on grade 11 students and their respective English language teachers. This is because the students of grade 11 stay in the school for longer months than the rest of the students of the school, and they have free time compared to grade 12 students who were candidates of the University Entrance Examination. This was because of the fear they would be busy to avail themselves in order to give intended information during data collection. Furthermore, students start to realize the significance of reading than other skills for the

academic purpose in their Secondary and university education. As a result, the study has targeted only grade 11 students and their teachers as a target population.

Table 1 Summary of Sample Size

No	Name of school	Total population		Sample		Responses	
		Students	Teachers	Students (50.5%)	Teachers (100%)	Students	Teachers
		Grade					
		11					
1	Sayilem secondary school	200	4	101	4	101	4
Total G11		200	4	200	4	200	4

3.7. Instruments for Data Collection

In the process of carrying out the study, the researcher used a mixed approach: quantitative method followed by qualitative one. The quantitative data collection instruments as a preliminary step served as a stepping stone to enhance the reliability of the purposive subjects' section. The qualitative method is largely used to increase reliability of the study through an in-depth investigation of the participants' orientation in relation to extensive reading strategies. Therefore, the data were gathered through document analysis, questionnaire, interview, and classroom observations.

3.7.1. Document Analysis

This instrument was used to look at the nature and activities of extensive reading texts in grade 11 student's English language textbook. As Krippendorff (1980) state, document analysis is a technique that can generate both valid and replicable data from documents. Therefore, student's textbook was examined to get some insights about the use of extensive reading texts in their classrooms. Documents are important sources of data in many areas of investigation. In this study, it was used to see the relevance of the textbooks, and other materials used in classroom and school to promote extensive reading for the development of students' reading skills. Written documents used in the teaching-learning were supposed to be other sources of information.

Grade 11 students' English text book for Ethiopian students was analyzed in particular. The availability of the extensive reading texts can be checked using the counting mechanisms that can be implemented to enumerate the texts.

3.7.2. Questionnaire

A questionnaire enables a researcher to collect data from a group of individuals within a short period of time (Kothari, 2004). The questionnaire for this study was developed based on the research questions and on the available literature. The questionnaire contains both close-ended and open-ended items. It was used to gather data from sample students, and it has been used to triangulate the data obtained from the interview and classroom observation.

The questionnaire has three parts. The first part was concerned with EFL students' awareness of extensive reading strategy. The second part of the questionnaire is devoted to collect data regarding the learners' practice of the extensive reading strategies. Finally, the third part was used to collect data about the challenges the learners face in implementing the extensive reading strategy. All of the items in each part of the questionnaire were designed based on a five-point Likert scale format to help respondents rate (1 strongly disagree; 2, disagree; 3, uncertain; 4, agree, and 5 strongly agree).

3.7.3. Semi- Structured Interview

The researcher used interview to collect data from English language teachers in order to obtain firsthand information from teachers. A semi-structured interview was used to obtain the required information directly from these teachers. The interview items were prepared based on research questions and the available literature. Thus, four English language teachers were interviewed, and it was conducted in a face-to-face manner. The interactions were tape-recorded and played back during data analysis. In general, seven semi-structured interview questions were included in the interview.

3.7.4. Classroom Observation

In addition to the above data collection instruments, the researcher conducted classroom observations. For this a five-point Likert scale checklist with response rate ranging from “Never” to “Always” was used with the intention of obtaining objective responses through ensuring relatively better flexibility. The responses were scored as follows: Never = 1, rarely = 2, Sometimes = 3, Often = 4 and always = 5. In this method, the information was collected by the investigator’s direct observation. The main advantage of this method, according to Kothari (2006), is that subjective bias is eliminated. Moreover, it enables the researcher to obtain what is currently happening. In addition to this, it is an appropriate method to observe how often teachers implement or use extra reading materials for classroom discussion. The observation checklist was prepared based on the research questions and the available literature. To avoid the potential personal bias that might occur in the meaning to be given to what was being observed, the observations were conducted by the researcher. The observations were conducted by the researcher and then the classroom observation was made with four teachers who took an interview.

3.8 Mechanisms for Insuring Validity and Reliability of the Tools

The validity and reliability issues of the instruments of data collection were utmost the concern of the present study. Therefore, the development of the instruments, i.e., the questionnaire, interview, and classroom observation were done with great caution in order to avoid significant defects. Validity of each instrument was assured by giving the copy of the instruments to two advisors, two PhD holders, English instructors and two English teachers of a secondary school before its full-scale administration for the pilot and main research purpose. More specifically, to establish content validity, the instruments were given to six English language teachers in order to get relevant information on each item in the instrument. Following this, the researcher got feedback on the significance of the contents, item length, double-barreled questions, and simplicity of items, ambiguous items and details of the questionnaire. Based on the feedback and comments obtained, the instruments were improved before they were administered to the major participants of the study to reduce mistakes.

Furthermore, to develop appropriate instrument for the study, the researcher administered a pilot study at Deka Secondary School to 30 students who were learning in grade 11. Based on the data gathered, the reliability (which was computed using Cronbach alpha method) was found to be 0.82.

3.9. Data Collection Procedure

This study was employed multiple procedures to collect data from the sample subjects. First, the researcher was communicated with the Woreda Education Offices and then the school directors under the study about the issues of the study to get permission before administering the questions. The data collection session was arranged at times suggested by the high school permission. After having the letter of recognition from responsible bodies for conducting research in the study area, the willingness of the participants was checked. The questionnaires were distributed randomly for the target population. All participants were encouraged to ask questions if they had any problems with respect to the content, the language, and the ways to deal with the questionnaire. Consequently, questionnaires were distributed to 101 students (with the presence of the researcher at the normal class time) and all returned back immediately after they completed it in front of the researcher. Then interview was conducted with the four English language teachers. Four teachers were interviewed from the school. The interview helped the researcher to get additional necessary information on the issue. Regarding document analysis and classroom observation, the researcher prepared a checklist. Then the frequencies of the observed list of behavior were tabulated and prepared for the analysis.

3.10. Methods of Data Analysis

In order to analyze the collected data, the researcher used both quantitative and qualitative methods of data analysis. The data which were obtained through questionnaire were analyzed statistically using descriptive analysis methods such as frequency distribution, percentage, mean and standard deviation with the help of Statistical Package for Social Science (SPSS) version 20 software. Frequency tables were used to summarize the respondents' profile in the form of percentages. The qualitative data which were collected with the help of semi-structure interview, open ended questions and document analysis were analyzed qualitatively.

3.11. Ethical Considerations

First and for most, every activity was done after having the letter of recognition from responsible bodies for conducting research in the study area. Then, before the data collection, the purposes of the study were explained to the participants and they were asked for their willingness in the study. The researcher committed to keep the confidentiality of the participants' by making their name anonymous when they responded. Moreover, the researcher informed the participants about the purpose, procedures and confirmed that the researcher for the educational research purpose to fulfill his Master's thesis in TEFL. Lastly, the respondents received a verbal description of the study, and consents of respondents were obtained before the survey.

CHAPTER FOUR: RESULT AND DISCUSSION

4.1. Introduction

This chapter presents the results of the study. As stated in chapter one, the purpose of this study was to investigate EFL teachers' and students' awareness and practice on the extensive reading texts included in the Grade 11 English students' textbook and their challenges in teaching and learning reading skills. To this end, data required for this study were collected using questionnaire, interview, classroom observation, and document analysis. The analysis and interpretation made in this chapter were based on the response of the participants. In addition to this, the results of interview administered with English teachers, classroom observation, and document analysis also presented in this chapter.

4.2 Demographic profile of the participants

Table: 2. Summary of Student's Profile

		Students (Number =101)	
Item	Variables	Frequency	Percent (%)
Sex	Male	60	59.4%
	Female	41	40.6%
Age group	Between 16-18	63	62.4%
	Above 18	38	37.6%

Table two portrays the summary of students' data related to sex and age. From the sample of the respondents (59.4%) of the respondents were male and (40.6%) were female students. In addition, from the respondents the majority (62.4%) were grouped in the age group of 16-18 whereas (37%) were grouped in the age of above 18. Thus, as has been seen from the above data, the majority of the students in the selected school and grade level were grouped in the age of 16-18. What can be inferred from the data is that the participation of female students in the selected school and grade level is low as compared to male students.

Table: 3. Summary of Teacher’s Profile

Item	Variables	Teachers (N= 4)	
		Frequency	Percentage
Sex	Female	0	0%
	Male	4	100 %
Educational background	BA	3	75%
	MA	1	25%
Work experience	5-10	2	50%
	10-15	1	25%
	Above 15	1	25%

Table three reveals the summary of teacher’s profile related to sex, educational background, and work experience. As it can be seen from table three, (100%) of teachers are male. Regarding to their educational background, (75%) of the teachers are first degree holders whereas (25%) have completed their master’s degree. In addition to this, the half (50%) of the teachers have 5 to 10 years of teaching experience, while (25%) of the teachers have 10 to 15 years of experience. On the other hand, the remained 25% of the teachers have more than 15 years of teaching experience. As a result, it can be concluded that majority of the teachers who teach in the selected school and grade level have good educational background and work experience.

4.3. Extensive Reading Texts Included in Grade 11 English Textbook

The Grade 11 English language textbook, which was published in 2011 and have been used to teach English language, contains 12 units. The topics of these units are ‘*The African Union*’, ‘*Education*’, ‘*Traditional and Modern Medicine*’, ‘*HIV/AIDS*’, ‘*Tourism*’, ‘*Fiction*’, ‘*Weather and Climate Change*’, ‘*Water*’, ‘*Disability*’, ‘*Poverty and Development*’, ‘*NGOs*’ and ‘*Technological Advancement*’. The document analysis included some criteria that were designed to analyze the availability of extensive reading texts (see appendix-V) in the grade 11 students’ English textbook. The first question was sought to check whether extensive reading texts are

available in the textbook. As a result, it was found that there are five (5) extensive reading texts presented in grade 11 English textbook for Ethiopia. These are:

- *An anthem is a special song;*
- *Oweka learns a lesson,*
- *leaving Miguel Street,*
- *Newspaper report and magazine article.*

A1.7 Reading: The African Union

Symbols of the African Union

1 With a partner look at the new flag of the African Union. The flag has a green background, a white sun and gold stars. Each of these has a special significance. Which do you think represents:

- a** the member states of the AU
- b** the hope of Africa
- c** Africa's bright future?

2 An anthem is a special song. Every country has a national anthem. It voices the country's history, its values, or hopes. This is the anthem of the African Union. Read it and answer the questions below.

Let us all unite and celebrate together
The victories won for our liberation.
Let us dedicate ourselves to rise together
To defend our liberty and unity.


O Sons and Daughters of Africa
Flesh of the Sun and Flesh of the Sky
Let us make Africa the Tree of Life.

Let us all unite and sing together
To uphold the bonds that frame our destiny.
Let us dedicate ourselves to fight together
For lasting peace and justice on earth.

O Sons and Daughters of Africa
Flesh of the Sun and Flesh of the Sky
Let us make Africa the Tree of Life.

Let us all unite and toil together
To give the best we have to Africa.
The cradle of mankind and fount of culture
Our pride and hope at break of dawn.

O Sons and Daughters of Africa
Flesh of the Sun and Flesh of the Sky
Let us make Africa the Tree of Life.



The flag of the African Union

Grade 11 English: Student Textbook11

Secondly, the pattern of presenting the extensive reading texts surveyed in targeted textbook shows that all extensive reading texts were found after reading texts. Most of them were found in the middle of their respective units. In relation to this, Brown (2008) commented that it is better to locate extensive reading texts at the end of the units. According to Brown, at the end of each unit of the textbooks, a graded readers related to the topics of the unit can be included to encourage students reading.



B2.2 Reading: Oweka learns a lesson

This text is an extract from a novel written by a Ugandan writer. Survey the text for a few minutes and then answer the questions below.

- 1 The children grew up. It was difficult to tell which was the first and last born among the children of the second wife. Nonetheless, Oweka was very proud of them. They were sent to school, but only the three boys. Oweka refused to send his three girls to school. It was not their privilege to learn. Their work was to learn how to dig, cook and later on get married.
- 5 Maria's mother, unlike the second wife, would not listen to Oweka. She wanted her daughter to go to school. She knew her position well. Maria was her only child and if she was to lead a poor life then she had no other child to look to as a source of comfort. She was very poor but she scratched everywhere to get money to send her daughter to school. She made a contract with a shopkeeper in the nearby trading centre. She sold him firewood at a meagre price
- 10 and thus had to carry firewood for six months in order to pay the school fees for one term. In a year she was able to pay for only two terms. The shopkeeper, however, realised her good intentions and agreed to lend her money. Every morning she got up, went to her garden and after digging she would come back, make breakfast, eat and carry firewood to the shopkeeper. In the afternoons, she went to the bush to collect firewood for the next day. In the evening she
- 15 would go to her garden. She always slept exhausted. Oweka did not like this at all. Maria was failing to learn the ways of the kitchen and she might in future fail to get married. He tried to

- stop his wife from earning money but she protested bitterly. Each night, Oweka beat her to stop her but each morning she carried firewood to the shopkeeper. Oweka gave up.
- 20 At school, Maria did well. She showed a very keen interest in learning and she was always among the top five. She was a very good example to other girls. She endeared herself so much to her teachers that they secretly encouraged Maria's mother not to give up educating her daughter. Her half-brothers on the other hand were very poor at classwork. They never cared about school and were always late. They studied Primary One until they had almost developed beards. Oweka got tired of paying their fees without seeing any development.
- 25 When he saw that Maria was doing well, better than her brothers, he decided to take over responsibility from his wife. He started paying for Maria's school fees. One day, his children came back from school very amused. Oweka was milking at the time they came back, but he was near enough to hear their conversation.
- 30 "Mother," one of them started, "the Inspector came into our classroom at school today. He was startled to see male teachers making a noise with the young children and surprised and cross when he discovered they were pupils! Mother, do you know, the Inspector thought we were teachers!" Their mother laughed in merriment but Oweka, who had stopped milking and was listening attentively, felt embarrassed. After milking, he decided to call his sons together
- 35 and inform them that they were to stop school and look after the cattle.

Adapted from *Sour honey* by Mary Abago

- 45 along the hot road to Piarco where the plane was waiting. I recognised one of the customs' officers, and he didn't check my baggage.

The announcement came, a cold, casual thing.

I embraced my mother.

I said to Bhakcu, 'Uncle Bhak, I didn't want to tell you before but I think your tappet

- 50 knocking."

His eyes shone.

I left them all and walked briskly towards the aeroplane, not looking back, looking only at my shadow before me, a dancing dwarf on the tarmac.

From *Miguel Street* by V.S. Naipaul

Moreover, each unit of the textbook can include activities which will allow learners to discuss their reading. In this matter, activities should be set in a way that students of the class can do the same activities though each of them reads different books. Therefore, through these activities students can get an opportunity to discuss their reading and can find different titles and genres from which they can get interest. Furthermore, the extensive reading texts which are found in grade 11 English language textbook were taken from different literary genres. For instance,

- “An anthem (*The Anthem of AU*)” is taken from lyrics,
- “*Oweka learns a lesson*” is taken from novel, and
- “*Leaving Miguel Street*” is taken from short story.



B6.3 Reading: Leaving Miguel Street

In this extract, a young man is leaving his home in Miguel Street, in the capital of Trinidad. Trinidad is an island in the West Indies where people speak a special variety of English that is a little different from standard English. There are examples of this in the text which are written in italics, for example, ‘*You getting frighten, eh?*’ = ‘*You’re getting frightened, aren’t you?*’

Leaving Miguel Street

- 1 Uncle Bhakcu spent the night fixing the van which was to take me to the airport next morning. From time to time I ran out and begged him to take it easy. He said he thought the carburettor was playing the fool.
Next morning Bhakcu got up early and was at it again. We had planned to leave at eight, but
- 5 at ten to, Bhakcu was still tinkering. My mother was in a panic and Mrs Bhakcu was growing impatient.
Bhakcu was underneath the car, whistling a couplet from the Ramayana. He came out, laughed, and said, ‘*You getting frighten, eh?*’
Presently we were all ready. Bhakcu had done little damage to the engine and it still worked.
- 10 My bags were taken to the van and I was ready to leave the house for the last time.
My mother said, ‘Wait.’
She placed a brass jar of milk in the middle of the gateway.
I cannot understand, even now, how it happened. The gateway was wide, big enough for a car, and the jar, about four inches wide, was in the middle. I thought I was walking at the edge
- 15 of the gateway, far away from jar. And yet I kicked the jar over.
My mother’s face fell.
I said, ‘*Is a bad sign?*’
She didn’t answer.
Bhakcu was blowing the horn.

20 We got into the van and Bhakcu drove away, down Miguel Street up Wrightson Road to South Quay. I didn't look out of the windows.
My mother was crying. She said, *'I know I not going to ever see you in Miguel Street again.'*
I said, *'Why? Because I knock the milk down?'*
She didn't reply, still crying for the spilt milk.

25 Only when we had left Port of Spain and the suburbs I looked outside. It was a clear, hot day. Men and women were working in the rice-fields. Some children were bathing under a stand-pipe at the side of the road.
We got to Piarco in good time, and at this stage I began wishing I had never got the scholarship. The airport lounge frightened me. Fat Americans were drinking strange drinks
30 at the bar. American women, wearing haughty sun-glasses, raised their voices whenever they spoke. They all looked too rich, too comfortable.
Then the news came, in Spanish and English. Flight 206 had been delayed for six hours.

I said to my mother, *'Let we go back to Port of Spain.'*
I had to be with those people in the lounge soon anyway and I wanted to put off the moment.
35 And back in Miguel Street the first person I saw was Hat. He was strolling flat-footedly back from the Café with a paper under his arm. I waved and shouted at him.
All he said was, *'I thought you was in the air by this time.'*
I was disappointed. Not only by Hat's cool reception. Disappointed because although I had been away, destined to be gone for good, everything was going on just as before, with nothing
40 to indicate my absence.
I looked at the overturned brass jar in the gateway and I said to my mother, *'So this mean I was never going to come back here, eh?'*
She laughed and looked happy.
So I had my last lunch at home, with my mother and Uncle Bhakcu and his wife. Then back

Furthermore, the instructions that are used to order students to read the extensive reading texts in the textbooks are presented in different ways. For instance, **an anthem is a special song**. Every country has a national anthem. It expresses the history, values or hopes of this country. This is the national anthem of the African Union. Read it and answer the following questions". This section requires students to read the anthem and answer questions about extracting meaning from the anthem and locating sub-themes in the anthem. After that, they should read the anthem aloud (Page 12).


In addition, **Oweka learns a lesson** is an extract taken from a novel by a Ugandan writer. Survey the text for a few minutes and, and then answer the following questions. What do you think Oweka learned from this experience? Briefly cite evidence from the text in support of your answer. Hence, it is possible to say that the instructions used to help the students test their extensive reading skills in the text are sufficient. To some extent, different topics are presented in the text to enrich students' general knowledge, but the right strategy of reading is missed. On the other hand, the instructions given under the extensive reading help the students to develop the students' summarizing skill, develop their word power; however, the textbook in general doesn't fulfill the objective of teaching reading using extensive reading and appropriate reading strategies were not given.

name of school - S/G-12nd School
 Teacher's name - Dawit Birhan
 Subject - English - Grade 11 section A-#

Topic - Oweka learns a lesson

Objective	Teacher's activity	Time	Student's activity	CRQ	Assess ment	reading aid	Rx
At the end of this lesson student will be able to read an extract from a novel and answer the questions	- Make students memorize the past lesson and introduce new topic. Oweka learns a lesson	8'	- rethink the past lesson and follow the introduction.	50 group	Class work	model novel	
	- Encourage students to read the short extract from a novel with in group of 5 and answer the questions (EAT-choice)	15'	- In group try to read the novel and try to answer the question.				
	- Give short on the lesson's	10'	- take short note				
	- Give class work - In your opinion why was motia a better student than her half brother?	7'	- Write their opinion and reflect to the class				

Teacher's signature: *[Signature]*
 Head: *[Signature]*
 V/P: *[Signature]*



Daily lesson plan sample

Moreover, including texts from various genres shows its strong side because such texts are authentic by their nature. This in turn helps students to learn the language like the native speakers. Limitation of extensive reading texts in number, their incomprehensiveness and lack of clear strategy are the weak sides of this textbook.

Finally, as the researcher witnessed there is certain extents of extensive reading texts and a few of them allow students to practice extensive reading activities. However, this particular English language textbook does not have enough recommendations to encourage students reading habits.

Daily Lesson Plan								
School: Baylen Sec School		Grade: 11th		Topic: Education				
Subject: English		Page: 44-45		Name: Ammanuel Ayelo				
Content	Objectives:	Teacher's Activity	Time	Learners' Activity	T/M	T/A	E/V	Remark
Reading - Oweta learns a lesson	<ul style="list-style-type: none"> up on the success of this lesson Read an extract from a novel Perform questions depend on the extract find meaning to some difficult words 	<ul style="list-style-type: none"> Remind setting goals and start reading. Oweta learns a lesson. Allow and encourage learners to read an extract through himself at first. Help learners while they are reading through difficult words with pronunciation Perform the questions which are prepared from the text through depending on the extract and finally give dictionary meaning to some words. 	5 5 5 5	<ul style="list-style-type: none"> Remind setting goals and start reading. Oweta learns a lesson. They'll be encouraged and let them ready to read an extract They read an extract without any challenge or difficulty with the help of their teacher. Participate through answering even asking their teacher any difficulty; Copy down the given notes. 	Model	Model	Model	as King and answer
Sign Date		DT's Sign Date		DT's Sign Date				

Therefore, it may be possible to conclude that the targeted textbook does not motivate students to read different types of texts as it does not have enough extensive reading texts that initiates learner to read extensively.

4.4. EFL Students' Awareness towards Extensive Reading Strategies

EFL students' awareness towards extensive reading is one of the main variables of the present study. One of the leading research questions was: "To what extent EFL students are aware of extensive reading strategies." To achieve this objective, the main data gathering instrument employed was student's awareness questionnaire. For this question, 101 sampled students completed the questionnaire. To analyze the data obtained from the questionnaire, frequency, percentage, mean and standard deviation have been computed. Eight items were sought to check students' awareness towards extensive reading strategies. The table below depicts the data collected on learners' awareness towards extensive reading strategies

Table 4: Students' awareness towards extensive reading strategies

No	Item	1	2	3	4	5	Mean	Sd.
1	I understand that using extensive reading strategies enables me to learn my education in a better way.	---	3	-----	50	48	4.42	0.652
		-----	3%	-----	49.5%	47.5%		
2	I have awareness towards the advantage of extensive reading while learning reading skills.	-----	3	2	62	34	4.26	0.643
		-----	3%	2%	61.4%	33.7		
3	I know extensive reading helps me to have more confidence in my future education	-----	1	3	47	50	4.45	0.608
		-----	1%	3%	46.5%	49.5		
4	I know the rational of any reading is good achievement in exams.	-----	6	15	44	36	4.09	0.861
		-----	5.9%	14.9%	43.6%	35.6%		
5	I am aware that extensive reading strategies contribute to the development of all language skills.	-----	3	10	54	34	4.18	0.727
		-----	3%	9.9%	53.5	33.7%		
6	I know that extensive reading strategies can be implemented when I read essay, short stories and novels inside and outside the classroom	-----	8	20	45	28	3.92	0.891
		-----	7.9%	19.8%	44.6%	27.7%		
7	I realize that a student is expected to read material other than the text books at school and at my home.	-----	17	15	48	21	3.72	0.981
		-----	16.8%	14.9%	47.5%	20.8%		
8	I understand that the orientation given by the teachers about which materials learners should read encourages learners to read extensive reading materials.	-----	52	14	26	9	2.92	1.065
		-----	51.5%	13.9%	25.7%	8.9%		
Grand Mean and SD							3.99	0.803

Key (%; = percentage; 1=strongly disagree; 2 = disagree; 3= uncertain; 4= Agree; 5= strongly Agree, Sd.; standard deviation)

As indicated in Table 4, question one was sought to measure students' awareness regarding whether using extensive reading strategies enable them learn their education in a better way. The results revealed majority of the respondents 50 (49.5%) and 48 (47.5%) replied that they agree and strongly agree respectively that using extensive reading strategies enable them learn their education in a better way while 3(3%) disagreed with the statement. In addition, the mean value of this variable is 4.42 and with each score deviating from the mean value by 0.652. The mean values 4.42 falls between agree and strongly agree. However, it is close to agree. Therefore, from this data it is possible to conclude that majority of the respondents have awareness that extensive reading strategies enable them to learn their education in a better way.

Question 2 was intended to check the awareness of learners on the advantage of extensive reading while learning reading skill. As can be observed from Table 4, a large number of respondents 62 (61.4%) and 34 (33.7%) replied strongly agree and agree with the statement respectively. While, 3(3%) and 2 (2%) of learners claimed disagree that they did not aware of the advantage of extensive reading. Moreover, the mean value for this item is 4.26 and each score deviates from the mean value by 0.643. This mean value (4.26) falls between agree and strongly agree. But it is close to agree. Based on this information we conclude that most of the students were aware of the advantage of extensive reading while learning reading skills.

As the response to question 3 showed a large number of respondents 50 (49.5%) and 47 (46.5%) responded strongly agree and agree respectively that they know extensive reading helps them to have more confidence in their future education. In contrast, 1(1%) and 3 (3%) of all students reported disagree and uncertain that they did not know that extensive reading helps them to have more confidence in their future education. In addition, the mean value of this is 4.45 and each score deviates from the mean value by 0.608. The mean values in this question 4.45 falls between agree to strongly agree. But it is close to strongly agree. As a result, it is possible to say that students have awareness that extensive reading helps them to have more confidence in their future education.

Furthermore, question 4 was designed to measure whether learners know the rational of any reading is good achievement in exams. As indicated in the above table, a large portion of the respondents 44 (43.6%) and 36 (35.6) forwarded that they do have awareness on any rational of

reading was good achievement in exams. Only 6(5.9%) of them reported disagree and 15 (14.6%) responded uncertain. According to the data, the mean value of this is 4.09 and each score deviates from the mean value by 0.861. The mean values in this question 4.09 falls between agree and strongly agree. However, it is close to agree. From this data we can say that students know the rational of any reading is good achievement in exams.

As the responses to question 5 revealed a big number of respondents 54 (53.5%) and 34 (33.7%) responded agree and strongly agree respectively that they are aware of extensive reading strategies contribution to the development of all language skills. While 3(3%) and 10 (9.9%) reported disagreed and uncertain respectively with the statement. In addition to the above data, the mean value of this variable is 4.18 and each score deviates from the mean value 0.727. The mean values of this variable 4.18 falls between agree and strongly agree. However, it is close to agree. From this data, it is possible to conclude that most of the students are aware of extensive reading strategies contribution to the development of all language skills.

The responses to question 6 in the above table showed the majority of the participants 45(44.6%) and 28 (27.7%) forwarded that they have awareness that extensive reading can implemented when they read essay, short stories and novels inside and outside the classroom. While 8 (7.9%) and 20 (19.8%) of them disagree and uncertain respectively that they do not know how to implement extensive reading. In addition, the mean value of the variable is 3.92 and each score deviates from the mean value by 0.891. The mean value in this question is 3.92 and it falls between agree to strongly agree. However, it is close to agree. As a result, the data implies that most of the students know extensive reading strategies can be implemented when they read texts of different genres such as essay, short stories and novels inside and outside the classroom

Besides, the seventh item was concerned to measure students' awareness towards the statement which was stated as: "I realize that a student is expected to read material other than the text books at school and at my home". Question 7 in the above table portrays a big number of respondents 48 (47.5%) and 21 (20.5%) responded they agreed and strongly agreed correspondingly, while 17 (16.8%) and 15 (14.9%) replied disagreed and uncertain respectively. In addition to the above data, the mean value of the response of the students' show that is 3.72 and each score deviates from the mean by 0.981. The mean value in this question is 3.72 which

is between agreed and strongly agree. But it is close to agree. As a result, the above data shows that students are expected to read other than the text books at school and at their home.

The students were required to express their agreement or disagreement with the statement “I understand that the orientation given by the teachers about which materials learners should read encourages learners to read extensive reading materials” Question 8 in the above table revealed majority of the students 52 (51.5%) and 14 (13.9%) reported that they do not understand the orientation given by the teachers about which materials they should read. While, 26 (25.7%) and 9 (8.9%) responded that they agree and strongly agree with the statement. As a result, the mean value of their response to this item is 2.92 and each score deviates from the mean by 1.065. The mean values in this question falls between disagree and agree. But it is close to disagree. As a result, it is possible to say that students do not understand the orientation given by the teachers about which materials learners should read encourages them to read extensive reading materials.

Many researchers have stated having positive awareness towards extensive reading will enable learners to become effective readers and develop intellectually and become functionally literate (Seitz, 2010; Petscher, 2010; Unoh, 2003). The finding is similar with the finding of the study on the extensive reading by Munira (2013) which revealed that teachers and students perceived extensive reading positively and it showed their understanding of its possible benefits. However, there are a number of issues which impeded such positive practice. As a result, it is possible to conclude that the majority of students have awareness towards the extensive reading strategies.

4.5. Students’ Practice of Extensive Reading Strategies

The research question sought in relation to this objective was: How do EFL students practice extensive reading strategies? The students’ questionnaire is targeted to achieve this objective. For this question, all the 101 sample students properly completed the questionnaire. To analyze the data obtained from the questionnaire, frequency, percentage, mean and standard deviation have been calculated. The analysis was made for each item based on the responses of the sample students. As the following table shows, ten items were sought to check students’ practice of extensive reading strategies. The table below portrays the data collected on learners’ practice of extensive reading strategies.

Table: 5. Students' practice of extensive reading strategies

No	Item	1	2	3	4	5	Mean	Sd.
1	I read essays, short stories, and novels written in English language inside and outside the classroom.	12 11.9%	33 32.7%	22 21.8%	27 26.9%	7 6.9%	2.84	1.155
2	In order to learn English language, I read additional reading materials written in English.	9 8.9%	53 52.5%	17 16.8%	16 15.8%	6 5.9%	2.57	1.052
3	I enjoy reading Essay, Short stories and Novels in my spare time.	12 11.9%	42 41.9%	14 13.9%	26 25.7%	7 6.9%	2.74	1.172
4	I frequently read extensive reading materials written in English language to improve my language skills.	18 17.8%	54 53.5%	8 7.9%	20 19.8%	1 1%	2.33	1.021
5	I write my personal reflection after reading extensive reading found in the textbooks.	16 15.8%	52 51.5%	17 16.8%	10 9.9%	6 5.9%	2.39	1.058
6	I tell my friends about the message of the extensive reading passage I read in my spare time.	12 11.9%	47 46.5%	22 21.8%	16 15.8%	4 4%	2.53	1.025
7	I share ideas with my partners after reading extensive reading materials we read for pleasure	12 11.9%	49 48.5%	19 18.8%	16 15.8%	5 5%	2.53	1.054
8	I ask my teacher after I read extensive reading texts to clarify vague points, I get in the passage	10 9.9%	46 45.5%	21 20.8%	20 19.8%	4 4%	2.62	1.038
9	I discuss the points raised in the extensive reading texts with any one whom I think has knowledge in that area	11 10.9%	58 57.4%	15 14.9%	16 15.8%	1 1%	2.59	0.916
10	I retell loudly to others the extensive reading text I read for my pleasure.	13 12.9%	58 57.4%	9 8.8%	19 18.8%	2 2%	2.40	1.001
Grand Mean and SD							2.53	1.088

As table 5 depicts, the first item sought to measure students practice on the statement which was stated as: “I read essays, short stories, and novels written in the English language inside and outside the classroom”. From the table above, a big portion of respondents 33 (32.7%), 22 (21.8%) and 12 (11.9%) responded that they do not read essays, short stories, and novels written in the English language inside and outside the classroom. While, 27 (26.7%) and 7 (6.9%) of them replied they read texts of different genres such as essay, short stories and novels inside and outside the classroom. According to the data, the mean value of this variable is 2.84 which falls between disagree and agree, and each score deviates from the mean value by 1.155. But the mean value is close to disagree. As a result, the data shows that students do not read essays, short stories, and novels written in the English language inside and outside the classroom.

Question 2 in the above table portrays 53 (52.5%) responded disagree while 17 (16.8%) replied uncertain and 9 (8.9%) reported strongly disagree. The remaining, 16 (15.9%) and 6 (5.9%) responded agree and strongly agree respectively. The data implies that the mean value of this item is 2.57 and each score deviates from the mean value 1.052. The mean value falls between disagree and uncertain. However, it is close to disagree. Therefore, the result shows that students do not read additional material written in English in order to learn English language.

Furthermore, item three was sought to measure students practice on the statement which was stated as: “I enjoy by reading essay, short stories and novels in my spare time”. Item three in the above table depicts 42 (41.6%) replied disagree while 14 (13.9%) responded uncertain scale and 12 (11.9%) responded strongly disagreed that the do not enjoy by reading essays, short stories, and novels in their free time. While, 26 (25.7%) and 7 (6.9%) responded they enjoy by reading essays, short stories, and novels in their free time. According to the data, the mean value for this question is 2.74 and each score deviating from the mean value by 1.172. The mean value falls between disagree and agree. But it is close to disagree. Therefore, as the data indicates students do not enjoy their spare time by reading essay, short stories, and novels.

Besides, item four was sought to measure students practice on the statement which was stated as: “I frequently read extensive reading materials written in English language to improve my language skills”. Question 4 in the above table revealed 54 (53.5%) and 18 (17.8%) responded disagreed and strongly disagreed with the statement while 8 (7.9%) replied uncertain. The

remained 20 (19.8%) and 1 (1%) responded agree and strongly agree respectively. The mean value of this question is 2.33 and each score deviating from the mean value by 1.021. The mean values fall between disagree and agree. However, it is close to disagree. As a result, the data indicates that students do not frequently read essay, short stories, and novels written in English language to improve their language skills.

Question 5 in the above table showed the majority of the participants 52 (51.5%) and 17 (16.8%) and 16 (15.9%) forwarded they do not write their personal reflection after reading extensive reading found in the textbook while 10 (9.9%) and 6 (5.5%) reported they write their personal reflection. In addition, the mean value of this variable is 2.39 and each score deviates from the mean by 1.058. The mean value falls between disagree and uncertain. But it is close to disagree. Therefore, from the aforementioned discussion it is possible to conclude that almost all students do not write their personal reflection after reading extensive reading found in the textbook.

Moreover, item six in the above table showed the majority of the participants 47 (46.5%), 22 (21.8%) and 12 (11.9%) responded they do not tell their friends about the message of the extensive reading passage they read in their spare time. While, 16 (15.8%) and 4 (4%) forwarded they talk about the message of extensive reading to their friends that they read in their spare time. According to the data, the mean value of this question is 2.53 and each score deviating from the mean by 1.025. The mean value falls between disagree and uncertain. However, it is close to disagree. From this data we can conclude that majority of the students do not tell to their friends the message of the extensive reading passage they read in their spare time.

Besides, the seventh item was concerned to measure students' practice towards the statement which was stated as: "I share ideas with my partners after reading extensive reading materials we read for pleasure". Item seven in the table above depicts that majority of the respondents 49 (48.5%), 19 (18.8%) and 12 (11.9%) forwarded they do not share ideas with their partners after they have read extensive reading materials for pleasure while 16 (15.8%) and 5 (5%) responded they share ideas with their partners after they read extensive reading materials. The mean value of this variable is 2.53 and each score deviates from the mean value by 1.054. The mean value falls between disagree and uncertain. However, it is close to disagree. Thus, as has been seen

from the result, it is possible to conclude that majority of the students do not share ideas with their partners after they have read extensive reading materials for pleasure.

As table 5 depicts, the eighth item was sought to measure students practice on the statement which was stated as: “I ask my teacher after I read extensive reading texts to make clear the vague points I get in the passage”. Item eight in the table above portrays a big portion of respondents 46 (45.5%), 21(20.8%) and 10 (9.9%) forwarded they do not ask their teachers after they read extensive reading texts to make clear the vague points they get in the passage. While, 20 (19.8%) and 4 (4%) replied agree and strongly agree respectively. In addition, the mean value of this variable is 2.62 and each score deviates from the mean value by 1.038. The mean value falls between disagree and uncertain. However, it is close to disagree. Therefore, as has been seen from the result, students do not ask their teacher after they read extensive reading texts to make clear the vague points they get in the passage.

The responses to question 9 in the above table showed the majority of the participants 58 (57.4%) and 15(14.9 %) and 11 (10.9%) forwarded that they do not discuss the points raised in the extensive reading texts with anyone whom they think has knowledge in that area while 16 (15.8%) and 1(1%) of them agree and strongly agree respectively with the statement that they discuss points raised in the extensive reading texts. In addition, the mean value of the variable is 2.39 and each score deviating from the mean value by 0.916. The mean value falls between disagree and uncertain. But it is close to disagree. From the data we can conclude that the majority of the students do not discuss the points raised in the extensive reading texts with anyone whom they think has knowledge in that area.

The last item was sought to measure students’ practice on the statement which was stated as: “I retell loudly to others the extensive reading text I read for my pleasure”. Question 10 in the table above depicts a big portion of respondents 58 (57.4%), 9 (8.9%) and 13 (12.9%) responded they do not retell loudly to others the extensive reading text they read for pleasure. The remained 19 (18.8%) and 2 (2%) claimed that they agreed and strongly agreed with the statement respectively. The data implies that the mean value of this item is 2.40 and each score deviates from the mean value by 1.001. The mean values fall between disagree and agree. However, it is

close to disagree. Therefore, the data shows that students do not retell loudly to others, the extensive reading text they read for their pleasure.

To sum up, the above discussion shows that the total mean value for students' practice of extensive reading is 2.534 and with each score deviating from the mean by 1.0887. According to the Likert scale, the figures fall between disagree and uncertain and it is nearly close to disagree. In addition to this, the students' response on the practice of extensive reading indicates that extensive reading is the most ignored practice in the selected school. Even though students had awareness on extensive reading, they do not practice in the inside and outside the classroom. According to the open-ended questions, students responded that the main reasons for not practicing extensive reading were lack of time, uncomfortable environment to read extra materials, and lack of enough extensive reading materials in their school library. In relation to this, Renandya and Jacobs (2016) states students and teachers face a number of challenges in implementing extensive reading in English language classroom. These were: limited time, lack of students' motivation, and lack of enough materials in the school library. Additionally, they explained that lack of relevant extensive reading materials in the school library is the main factor that students impede to practice extensive reading. These materials are fiction or non-fiction books that have been specially written for language learners. Therefore, unless this is addressed, teachers and students are not likely to implement extensive reading.

4.6. Challenges Students face in Implementing Extensive Reading Strategies

The research question sought in relation to this objective was: What are the challenges that impede EFL students in implementing extensive reading strategies? In order to answer this question, questionnaire was used as a main data gathering instrument. For this question, 101 sample students properly completed the questionnaire. To analyze the data obtained from the questionnaire, frequency, percentage, mean and standard deviation have been calculated. The analysis was made for each item based on the sample students. Nine questions were asked to know the challenges that students face in implementing extensive reading strategies. The table below portrays the data collected on the challenges that students face in implementing extensive reading strategies.

Table 6: Challenges to implementing extensive reading strategies

No	Item	1	2	3	4	5	Mean	Sd.
1	At my home, there is no good environment for extensive reading.	1 1%	12 11.9%	9 8.9%	52 51.5%	27 26.7%	3.91	0.960
2	I do not have enough experience in reading different reading materials for general understanding	3 3%	26 25.7%	2 2%	60 59.4%	10 9.9%	3.48	1.073
3	I have no of interest to read longer texts	5 5%	41 40.6%	4 4%	36 35.6%	15 14.9%	3.15	1.244
4	I have no free time to read longer texts.	----- -----	16 15.8%	7 6.9%	58 57.4%	20 19.8%	3.81	0.935
5	I cannot get books as of my level and interest in my school	2 2%	5 5%	4 4%	45 44.6%	45 44.6%	4.25	0.899
6	I read short texts to pass exam instead of reading long texts for general understanding.	----- -----	10 9.9%	5 5%	58 57.4%	28 27.7%	4.03	0.854
7	My parent does not allow me to read other than school subjects.	----- -----	18 17.8%	----- -----	67 66.3%	16 15.8%	3.80	0.917
8	I learn better by reading what the teacher writes on blackboard than reading different materials.	----- -----	10 9.9%	4 4%	68 67.3%	19 18.8%	3.95	0.792
9	I give more emphasis to only my textbook rather than wasting my time in reading large quantities of books	----- -----	7 6.9%	1 1%	78 77.2%	15 14.9%	4.00	0.663
Grand Mean and SD							3.82	0.926

Key (%; = percentage; 1=strongly disagree; 2 = disagree; 3= uncertain; 4= Agree; 5= strongly Agree, Sd.; standard deviation)

The responses to question 1 in the above table showed the majority of the participants 52 (51.5%) and 27 (26.7%) responded agree and strongly agree with the statement that there is no conducive environment to practice extensive reading while 12 (11.9%) and 9 (8.9%) forwarded disagree and uncertain with the statement. The remained 1(1%) responded that they have good environment for extensive reading at their home. According to the data, the mean value of this variable is 3.91 and with each score deviating from the mean value by 0.960. The mean value falls between agree and strongly agree. But it is close to agree. Therefore, it is possible to say that students do not have conducive environment in their home to practice extensive reading.

Besides, question two was asked to know whether having no enough experience in reading different reading materials for general understanding is among the challenges that students face. For this question, a big portion of respondents 60 (59.4) and 10 (9.9%) strongly agree that they do not have enough experience of reading different reading materials for general understanding. While, 26(25.7%), 3 (3.3%) and 2(2%) forwarded they have enough experience in reading different reading materials for general understanding. Additionally, the mean value of this variable is 3.48 and the score deviates from the mean value by 1.073. The mean value falls between agree to disagree and it is nearly to agree. Thus, this result implies that students do not have enough experience in reading different reading materials for general understanding.

In addition, item three was sought to know the challenge students face in relation with interest to read longer texts. As it can be observed 41(40.6%), 5(5%) and 4(4%) responded they have interest in relation with reading longer texts even though they do not practice. While, 36 (35.6%) and 15(14.9%) replied they agree and strongly agree with the statement that they do not have interest to read longer texts. In addition, the mean value of this question is 3.15 and each score deviates from the mean value by 1.244. This mean value falls between disagree to agree. But it is close to agree. As a result, it shows that, students do not have interest to read longer texts.

Furthermore, question four was asked to know the challenge students face in relation with free time to read longer texts. As it indicated in the table above the majority of the participants 58(57.4%) and 20 (19.8%) responded agree and strongly agree that they do not have free time to read longer texts. On the other hand, 16 (15.8%) and 7 (6.9%) replied they have free time to read longer texts. The data implies, the mean value of this variable is 3.81 and each score deviates

from the mean score by 0.935. The mean value, hence, falls between agree to strongly agree. However, it is close to agree. From the above data it is possible to conclude that students do not have free time to read longer texts.

Question 5 in the above table was sought to know the challenges of students in relation with the accessibility of appropriate books to their levels and interest. As the responses to question 5 revealed a big number of respondents (89.1%) responded that they do not get appropriate books to their levels and interest in the school library while (10.9%) claimed they get appropriate books in the school library. The mean value falls between agree and strongly agree. However, it is close to strongly agree. Therefore, from the aforementioned discussion it is perhaps possible to conceptualize that most students do not practice extensive reading due to shortage of appropriate extensive reading materials in their school library.

The responses to question 6 in the above table showed the majority of the participants 58(57.4%) and 28 (27.7%) reported they agreed and strongly agreed. In contrast to this, 10 (9.9%) and 5 (5%) of the respondents replied disagreed and uncertain. The mean value for this variable is 4.03 and each score deviates from the mean value by 0.854. The mean value falls between agree to strongly agree. But it is nearly close to agree. Thus, as has been seen from the result, one can reasonably concludes that students read short texts to pass exam instead of reading long texts for general understanding.

Moreover, item seven was sought to know the challenges that students face on the statement which was stated as: “My parents do not allow me to read other than school subjects”. In the table showed that a significant number of students 67(66.3%) and 16 (15%) replied agree and strongly agree respectively while 18 (17.8%) responded that they disagreed with the statement. According to the data, the mean value for this variable is 3.80 and each score deviates from the mean value by 0.917. The mean value falls between disagree to agree. But it is nearly close to agree. Hence, from the data it is possible to say that parent does not allow their children to read other than school subjects. In relation to this, Grabe (2009) states that parents may not like when their children use light reading such as non-literary magazines, newspapers and comics lacking literary merit. Additionally, M.Z.H. (2012) states that, educating the teachers and others concerned bodies on useful techniques of dealing with extensive reading can play a vital role in

promoting reading among the learners. This process can also be harnessed by raising awareness among the parents who often see extra reading as wastage of time. This can be done through professional training for teachers and awareness raising workshops for guardians and other stakeholders.

As indicated in Table 6, question 8 revealed majority of the students 68 (67.3%) and 19 (18.8%) replied agree and strongly agree correspondently that they learn better by reading what the teacher writes on blackboard than reading materials, while 10 (9.9%) of the respondents responded that they strongly disagreed with the statement. In contrast 4(4%) of them replied uncertain. The mean value of this variable is 3.95 and each score deviates from the mean value by 0.792. The mean value falls between agree and strongly agree. However, it is close to agree. According to this data it can be said that most of the students learn better by reading what the teacher writes on blackboard than reading different materials.

The last question was intended to know the challenge students face on the statement which was stated as: "I give more emphasis to only my textbook rather than wasting my time in reading large quantities of books". As can be observed from Table 6, a large number of respondents 78 (77.2%) and 15 (14.9%) replied agree and strongly agree with the statement. While 7(6.9%) and 1(1%) of learners claimed disagree and uncertain respectively that they read large quantities books. The mean value of this question is 4.00 and each score deviates from by 0.663. The mean value falls between agree to strongly agree. Based on this information we can conclude that most students give more emphasis to only their textbook rather than reading large quantities of books.

According to the students' response to the open-ended question the challenges for implementing extensive reading were: lack of time to red extra materials, there was no good environment to read extensive reading at their home, and they cannot get extensive reading materials as of their interest in their school library. Similarly, Heick (2018) states students and teachers encounter a number of challenges in implementing extensive reading. These were: lack of time, and students have not found the right book or type of book in their school library. To make students love reading, they need the appropriate book or type of book to read. When the book is not suitable for them, they will lose interest and motivation to read since they do not enjoy the reading activity.

4.7. Analysis of Teachers' Interview

The results obtained from the teachers' interview convey some similar views. The analysis of data gathered through interview has also shown consistent results with the findings of the questionnaire. As mentioned in chapter three, a semi-structured interview was held with four teachers. The seven leading questions were raised with relevant probes. For the purpose of presentation, the teachers were referred by randomly given numbers T1, T2, T3 and T4.

The first question was asked about the thought of teachers towards extensive reading strategies. As a result, Teacher1 and Teacher 2 said that, "I think extensive reading is reading of different material which is written in English for the purpose of general understanding". The other interviewee Teacher 3 believes that, "It is a strategy of reading used for general understanding and also it is a strategy of reading that student use reading as a pleasure for improving their language skills". In addition to this, Teacher 4 believes that, "as an English teacher, as to me, extensive reading strategies are mechanisms by which we read a materials or text for the purpose of enjoyment or pleasure".

Therefore, it is possible to conclude that all teachers that engage in extensive reading activity are very important to understand the different events of the world, to enjoy, to learn different expressions, and to develop language competence. In addition to the above, the other interview question asked was "Do you think that learners' reading of the extensive reading texts benefit your students?" For this question, T1 and T2 said that "yes, in my opinion, if students read extensively, they may get different writing style, vocabulary development, and they may have chance to know other's culture by reading different materials written in English". The other teacher (T3) believes that

Yes, since enjoyment is a key to success, teachers must consider what kind of materials we should use carefully. Therefore, the use of extensive reading which students find interesting might increase students' motivation and create real purpose for improving their reading skills.

In addition to this, T4 said that

through extensive reading strategy students can get a number of benefits such as improving their reading habits, they may be familiar with new vocabularies, they may be introduced with the culture of other countries, and they improve their reading skills

Many researchers depict the benefits of extensive reading. For instance, Bell (1998) stated that extensive reading has many benefits. As to Bell, extensive reading can provide comprehensible input to learners; it can also enhance learners' general language competence, increases the students' exposure to the language, it can also increase learners' vocabulary power, it can lead to improvement in writing, and it can motivate learners to read. Therefore, all teachers agree in learners' reading extensively benefits their students. They believe that reading extensive reading texts help students to improve their reading habits; they may be familiar with new vocabularies; they may be introduced with the culture of other countries, and they improve their reading skills.

From the above teachers interview it is possible to conclude that all teachers believe extensive reading help the students to improve their reading skills including reading for general information, gaining more knowledge of reading methods, and learning to read. The other interview question asked was "Do you believe that extensive reading should be part of English Curriculum?" For this question, Teacher 1 and Teacher 2 said that

Yes, because, including extensive reading in English curriculum play a crucial role to improve students' and even teachers' knowledge of foreign language, to develop good reading habits, and to encourage a feeling of pleasure and enjoyment for reading.

Teacher 3 said that "yes, because if students don't know the pleasure of reading, the rest skills shall never be improved". In addition to this, Teacher 4 believes that

I strongly believe that extensive reading should be part of English curriculum. As it is one of the reading strategies and it supports the regular teaching learning process of English language in the classroom. Therefore, English curriculum should be designed in the way that promote extensive reading strategy, and textbooks, teacher' guides should be printed considering this reading strategies.

Therefore, it is possible to say that including extensive reading texts in the English language curriculum is very important as it supports the regular teaching and learning process of English language in the classroom. Hence, including extensive reading in English curriculum is very important to improve students and teacher's knowledge of foreign language, to develop good reading habit and to encourage them for reading.

The other interview question sought was to know the role of teachers in implementing extensive reading strategies. For this question, Teacher 1 responded that

In my point of view, to implement extensive reading, teachers have to play a crucial role. They should explain the significance of extensive reading to their students and they themselves have to be role model by reading different materials and orient their students to read different materials in the classroom and outside the classroom.

In addition to this, Teacher 2 said that

In my opinion, teachers should play a very crucial role. This shows that, the teacher's primary concern to promote extensive reading should be; introducing the benefits of extensive reading, guiding the students through the methodology and practices related to extensive reading, explaining its differences from other forms of reading and other related issues.

In addition to the above, Teacher 3 believe that, "teachers should provide some interesting articles and reading extracts as homework to promote extensive reading"

The other Teacher 4 said that

In my point of view, the teacher plays a number of roles in implementing extensive reading strategies such as; he/she should provide opportunities so that students practice reading different materials such as fictions, novels to improve their reading habits. In addition, he/she should provide reading assignment to his/her students".

Therefore, it is possible to conclude that teachers should play a decisive role in implementing extensive reading by providing opportunities to their students to practice extensive reading. In

addition to this, they should explain the significance of extensive reading to their students and they themselves have to be role models by reading different materials and orient their students to read different materials in the classroom and outside the classroom.

The other interview question sought was to check whether or not implementing extensive reading strategy helps teachers teaching of English as a foreign language. For this question, Teacher 1 said that, “yes, I think implementing extensive reading helps me in different ways. For instance, as an English teacher if I read different materials my knowledge will be improved and my languages too”.

In addition to this, Teacher 2 responded that

Yes, implementing extensive reading is crucial for my teaching because it develops my knowledge on different topics and it also keeps my language fresh. I mean if I read extensively, I have a chance to know a number of different cultures, different writing skills and this help me to be confident in my teaching and to be skilled teacher in my profession.

The other Teacher 3 believe that, “yes, because when teaching extensive reading it improves the ability of knowing and understanding general idea in short; and also, to have in-depth understanding in a general way”.

In addition to this, Teacher 4 responded that

Yes of course, implementing extensive reading strategy helps my teaching of English as a foreign language as it supports the formal teaching learning process in the classroom as well as it encourages the teacher to master the language in a well manner and so on.

Therefore, it is reasonably to conclude that all teachers agreed in implementing extensive reading helps their teaching of English as a foreign language as it supports the formal teaching learning process in the classroom as well as it encourages the teacher to master the language in a well manner and so on.

The other interview question asked was, whether or not teachers face challenges to implement extensive reading in English classroom. For this question,

Teacher 1 said that

Yes, from my experience, I have learned that, teachers face certain problems to implement extensive reading. From the problems, some of them are: lack of reading materials in the school library, lack of time, students' motivations to read different materials is less, pressure on teachers to complete the given textbook and exam-oriented school system are some problems

Moreover, Teacher 4 believe that

I face certain problem when I use extensive reading strategies such as shortage of materials related to extensive reading, shortage of time most teachers are busy in covering the portion in the regular class.

Therefore, according to teachers' responses it is reasonable to conclude that it is quite difficult to implement extensive reading materials in English classroom. As a result, from the above teachers' response, the researcher concludes that, shortage of materials related to extensive reading, insufficient time, pressure on teachers to cover the portion in the regular class and exam-oriented school system were the main problems teachers face in implementing extensive reading in English classroom.

In relation to this, (Brown, 2009, Renandya & Jacobs, 2002), many teachers are constrained by practical concerns that prevent them from fully adopting extensive reading in their teaching. Schools often have limited resources to implement extensive reading. In addition to this, Brown (2009: 240) notes, "the main practical concerns regarding extensive reading are to do with cost, lack of time, monitoring students' reading, managing the library of books, guiding students to choose appropriate books, and getting students engaged in reading".

The other interview question sought was about teachers' suggestions to make extensive reading successful. For this question, Teacher 1 responded that

As a teacher, to make extensive reading successful, concerned bodies should play their role effectively. Here, what I want to say is, starting from students, teachers, curriculum designers and even school library should be equipped with different material which is written in English language. When I come to students' role, they should have motivation to read different materials to develop their reading habits, teachers should encourage students to read different materials. Therefore, to make extensive reading successful, those above-mentioned bodies should play their roles effectively and if this is so, it is possible to implement extensive reading successfully.

The other Teacher 2 said that, “the most important one to make extensive reading successful is equip school library with enough reading materials which is written in English that encourage students reading skills. In relation to this, Bell (1998) commented that in order to run an extensive reading successfully, effective monitoring is required, both to administer the resources efficiently, and to trace students' developing reading habits and interests.

Moreover, Teacher 3 responded that

To make extensive reading successful, teachers, students and concerned bodies should play their role in effective way. For instance, teachers should encourage students to practice extensive reading, provide sufficient materials and curriculum developers should consider while developing materials for learners and they have to add enough extensive reading texts in student's textbook. If this is so, it is possible to make extensive reading successful

In addition to this, Teacher 4 believes that

My suggestion to make extensive reading successful: first of all, an English teacher has to be systematic in implementing extensive reading strategies as they are important to develop students reading habit. Secondly, the teacher should encourage students to read the materials mentioned above. Thirdly, the concerned bodies have to design English curriculum considering extensive reading strategies.

In relation to this, Bowen et al (1985; as cited in William, 2011), to make extensive reading successful, students can be given materials that are interesting to them. It is good to give them new materials to read aloud materials like Journals, magazines and daily newspapers are coming under this type of reading. Success of reading depends a lot on the initiative the learner takes and the positive attitude he or she has towards reading.

Therefore, as has been seen from teachers' interview that even though teachers had awareness towards extensive reading strategies, the practice is not satisfactory as needed. Even teachers themselves agreed in when they were responding to interview questions that, they were not implementing extensive reading when they teach reading in their actual classes as needed. This is because of lack of enough time in rigorous curriculum, pressure on teacher to cover the textbook, exam-oriented school system and lack of enough extensive reading materials in the school library that promote the culture of extensive reading.

4.8. Analysis of Classroom Observation

To investigate teachers' practice of extensive reading in teaching reading skills in English language classroom, the best instrument is classroom observation. In this study classroom observation was used as another data collection tool to gather data regarding the instruction of extensive reading strategies.

This observation involved four grade 11 English language teachers from the school and grade level. The observation of these teachers was made by observing two times each at different sessions. It was focused only on checking the practice of extensive reading and how often extensive reading is practiced by teachers. The classroom observation was assisted by checklist which was prepared based on the research question and the available literature. It contains ten questions which were prepared to check the practice of teachers on the stated questions. The table below represents the data collected on practice of teachers on extensive reading in English classroom.

Table 7. Teachers' practice of extensive reading in English classroom

No	Item	T1		T2		T3		T4	
		Day 1	Day 2	Day 1	Day 2	Day 1	Day 2	Day 1	Day 2
1	Does the teacher allow the students to read in the class?	3	3	3	3	3	3	3	3
2	Does the teacher guide the students on how to read extensive reading materials	2	1	1	1	1	1	1	1
3	Does the teacher arrange the class in group or pairs in order to discuss points in their free time reading with English medium?	1	1	1	1	1	1	1	1
4	Does the teacher ask the students to read longer texts such as novels, magazines etc. written in English language) in the classroom	1	1	1	1	1	1	1	1
5	Does the teacher ask the students comprehension checking questions after each reading?	3	2	3	3	3	3	2	2
6	Does the teacher ask the students various questions related to magazines, stories etc. in order to motivate their students to read extensively?	1	1	1	1	1	1	1	1
7	Does the teacher teach the students on how to distinguish between facts from opinion after the students read long text?	1	1	1	1	1	1	1	1
8	Does the teacher teach the students on how to read large number of texts in a given period i.e., extensively?	1	1	1	1	1	1	1	1
9	Does the teacher teach the students on how to write summary after they read extensively?	1	1	1	1	1	1	1	1
10	Does the teacher encourage students in classroom to read different materials at their home?	3	3	3	3	3	3	3	1

Key (T1= teacher1; T2=; Teacher2; 1= never; 2= rarely; 3= sometimes; 4= often; 5= always)

To evaluate the above points, ten close ended questions were prepared. The first question was sought to check the practice of teachers on the statement which was stated as: “Does the teacher allow the students to read in the class?”. As the researcher observed, teachers are sometimes allowing their students to read in the class.

In addition to this, item two was asked to check the practice of teachers on the statement which was stated as: Does the teacher guide the students how to read extensive reading materials. To respond to this question, as a researcher observed, (except T1, who rarely guide his students on how to read extensive reading) T2, T3, and T4 have never guided their students on how to read extensive reading materials.

Moreover, item three was sought to check the practice of teachers on the statement which was stated as: “Does the teacher arrange the class in group or pairs in order to discuss points in their free time reading with English medium?”. As researcher observed, all the teachers failed to arrange the class in group and/or pairs in order to discuss points in their free time reading with English medium.

Furthermore, question four sought to check the practice of teachers on the statement which was stated as: Does the teacher ask the students to read long texts such as novels, magazines etc. written in English language) in the classroom. For this question, the researcher observed that all the teachers failed to do so. Thus, the targeted teachers do not ask their students to read long texts such as novels, magazines in English language classroom.

In addition to this, question number five sought to check the practice of teachers on the statement which was stated: “Does the teacher ask the students’ comprehension checking questions after each reading?”. For this question, as a researcher observed, the some of the teachers sometimes ask the comprehension check questions after each reading in the classroom.

Question number six was intended to check the practice of teachers on the statement stated as: “Does the teacher ask the students various questions related to magazines, Stories etc. in order to motivate their students to read extensive reading?”. As the researcher observed, all teachers do not ask students various questions related to magazines, stories etc.

In addition to this, question number seven was sought to check the practice of teachers on the statement which was stated as: “Does the teacher teach the students how to distinguish between facts and opinion after the students read longer text”. As researcher observed, all teachers never teach the students regarding how to distinguish between facts and opinion after the students read longer texts.

Moreover, question number eight sought was to check the practice of teachers on the statement which was stated as: “Does the teacher teach the students how to read large number of texts in a given period i.e., extensively”. For this question, all observed teachers do not teach how students read longer texts in short time.

Furthermore, question number nine was asked to check the practice of teachers on the statement which was stated as: “Does the teacher teach the students how to write summary after they read extensive text”. As researcher observed, all observed teachers do not teach students how summary is written after reading extensive reading texts.

Finally, question number ten was sought to check the practice of teachers on the statement which was stated as: “Does the teacher encourage students in classroom to read different materials at their home”. Here, as the researcher observed, all observed teachers sometimes encourage their students in classroom to read different materials at their home.

Therefore, we can conclude from the above result the researcher observed the targeted school English class eight times i.e., four English class were observed in the targeted school to triangulate the teachers’ responses to questionnaire and interview on the use of extensive reading materials for classroom discussion. According to the researcher’s classroom observation, what the researcher proved is that there is great limitation in encouraging students to practice extensive reading and showing students how to read longer texts in classroom and in their free time in the selected school. Even teachers themselves agreed in when they were responding to interview questions that, they were not seem implementing extensive reading when they teach reading in their actual classes because of insufficient time, pressure on teachers to cover the textbook, exam- oriented school system, and lack of extensive reading materials in the school

4.9. DISCUSSION OF RESULTS

In this part of the study, an attempt is made to explain the results of the study with the reference to the basic research questions formulated under the statement of the problem. The major ideas of the discussion are:

1. To what extent are extensive reading texts included in the grade 11 English languages textbook?
2. To what extent do EFL students' and teachers are aware of extensive reading strategies
3. How do EFL teachers and students practice extensive reading strategies during the instruction of reading skills in the classroom?
4. What are the challenges that EFL students and teachers impede in implementing extensive reading?

4.9.1. Extensive reading texts included in the grade 11 English languages textbook?

The finding on the extensive reading texts included in the grade 11 English language textbook shows that there are five extensive reading texts found in the targeted textbook. The place of extensive reading in the selected textbook is not matched with objectives of the textbook. The objectives of the selected book are to develop students' reading skills including the ability to read for different purposes, to increase one's reading speed, to comprehend and encourage students to infer the meanings of unfamiliar words and expressions from context. This shows that much is left for the classroom teachers to design their own mechanisms to achieve the objectives. Brown (2008) commented that it is better to locate extensive reading texts at end of each unit. However, the available extensive reading texts are not enough to motivate students to read as of their interest and to develop extensive reading habit.

4.9.2. EFL students' and teachers' awareness of extensive reading strategies

The finding on teachers and students' awareness of the benefits of extensive reading shows that the benefits are positively viewed both by teachers and students. Therefore, with regard to students' awareness, the findings revealed that the total mean score for awareness yielded 3.99 and each deviate from the mean value by 0.803. The mean value of students' awareness towards extensive reading strategies falls between agree and strongly agree. However, it is close to

agree. Thus, as has been seen from the above results we can conclude that the majority of students have awareness towards extensive reading even though the practice is not satisfactory. Many researchers have stated having positive awareness towards extensive reading will enable learners to become effective readers and develop intellectually and become functionally literate (Seitz, 2010; Petscher, 2010; Unoh, 2003). The finding is similar with the finding of the study on the extensive reading by Munira (2013) which revealed that teachers and students viewed extensive reading positively and it showed their understanding of its possible benefits. However, there are a number of issues which impeded such positive practice.

4.9.3. EFL teachers and students practice of extensive reading strategies

The overall findings the response obtained from students' practice of extensive reading reveal a mean value 2.53 and each score deviates from the mean value by 1.088. The mean value of students' practice of extensive reading strategies falls between disagree and uncertain. However, it is close to disagree. This computed mean value indicates that the majority of respondents even though they had awareness towards extensive reading strategies, in reality they failed to practice it inside and outside the classroom. The overall findings of this study indicates that in spite of the fact that teachers had awareness towards extensive reading strategies, in reality they failed to practice it in EFL classes in the entire contexts. This generally indicates that there is clear mismatch between what teachers aware of the extensive reading strategies and what they actually practice. In relation to this, Renandya and Jacobs (2016) states students and teachers face a number of challenges in implementing extensive reading in English language classroom. These were: limited time, lack of students' motivation, and lack of enough materials in the school library. Additionally, they explained that lack of relevant extensive reading materials in the school library is the main factor that students impede to practice extensive reading. The literature indicates extensive reading could be into practice through different ways. According to Day and Bamford (1998), extensive reading is a part of second language curriculum, i.e., as a separate course, as a part of an existing reading course, as a non-credit addition to existing course, and as an extra-curricular activity. Therefore, from the above data it is possible to say that the practice of extensive reading is ignored in the selected school.

4.9.4. Challenges of implementing extensive reading strategies

The finding on the challenges teacher faces in implementing extensive reading in EFL classroom is affected by various factors such as lack of insufficient time, pressure on teacher to complete the textbook, exam- oriented school system, and lack of enough and appropriate extensive reading materials in the school library. On the other hand, students face a number of challenges for practicing extensive reading inside and outside the classroom. These are: lack of enough time to read extra materials, lack of interest to read longer texts, no conducive environment to extensive reading at their home, and lack of enough and appropriate extensive reading materials in the school library that promote extensive reading. Similarly, Heick (2018) states students and teachers encounter a number of challenges in implementing extensive reading. These were: lack of time, and students have not found the right book or type of book in their school library. To make students love reading, they need the appropriate book or type of book to read. When the book is not suitable for them, they will lose interest and motivation to read since they do not enjoy the reading activity.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMENDATIONS

5.1. Introduction

This chapter presents the summary and the conclusions derived from the findings in the preceding chapter. Recommendations are also made based on the findings and in line with the objectives of the study.

5.2. Summary

The main objective of this research was to investigate EFL teachers' and students' awareness and practice on the extensive reading texts included in grade 11 students' English textbook and their implementation in teaching and learning reading skills. To achieve this objective, attempts were made to answer the following basic research questions:

1. To what extent are extensive reading texts included in the grade 11 English languages textbook?
2. To what extent do EFL students and teachers are aware of extensive reading strategies
3. How do EFL teachers and students practice extensive reading strategies during the instruction of reading skills in the classroom?
4. What are the challenges that EFL students and teachers impede in implementing extensive reading?

The availability of the extensive reading texts can be checked using the counting mechanisms that can be implemented to enumerate the texts. The place of extensive reading in the selected textbook is not matched with objectives of the textbook. The objectives of the selected book are to develop students' reading skills including the ability to read for different purposes, to increase one's reading speed, to comprehend and encourage students to infer the meanings of unfamiliar words and expressions from context. This shows that much is left for the classroom teachers to design their own mechanisms to achieve the objectives. The literature indicates extensive reading could be into practice through different ways. According to Day and Bamford (1998), extensive reading is a part of second language curriculum, i.e., as a separate course, as a part of an existing reading course, as a non-credit addition to existing course, and as an extra-curricular activity.

The finding on teachers and students' awareness of the benefits of extensive reading shows that the benefits are positively viewed both by teachers and students. Therefore, with regard to students' awareness, the findings revealed that the total mean score for awareness yielded 3.99 and each deviate from the mean value by 0.803. The mean value of students' awareness towards extensive reading strategies falls between agree and strongly agree. However, it is close to agree. Thus, from the results we can conclude that, the majority of Sayilem secondary school students have awareness towards the benefits of extensive reading even though the practice is not satisfactory.

The overall findings the response obtained from students' practice of extensive reading reveal a mean value 2.53 and each score deviates from the mean value by 1.088. The mean value of students' practice of extensive reading strategies falls between disagree and uncertain. However, it is close to disagree. This computed mean value indicates that the majority of respondents even though students had awareness towards extensive reading strategies, in reality they failed to practice it inside and outside the classroom. Therefore, from the above data, it is possible to say that the practice of extensive reading is ignored in the selected school.

The overall findings of this study indicates that in spite of the fact that teachers had awareness towards extensive reading strategies, in reality they failed to practice it in EFL classes in the entire contexts. This generally indicates that there is clear mismatch between what teachers aware of the extensive reading strategies and what they actually practice.

5.3. Conclusions

Based on the analysis and discussion of the study, the following conclusions were made:

- There is less attention given to extensive reading in grade 11 English language textbook because one can get only five extensive reading texts from various resources.
- The study also indicated that there are no enough resources in the library of the target school to promote the culture reading for extensive reading purpose.
- Even though teachers and students had awareness about the benefits of extensive reading in the development of their language skills, they do not practice extensive reading as needed.
- There is a clear mismatch between what teachers' and students are aware of extensive reading and what they actual practice in EFL classrooms.
- Teachers' implementation of extensive reading in EFL classroom is affected by various factors such as:
 - ✓ Lack of insufficient time,
 - ✓ Pressure on teacher to complete the textbook,
 - ✓ Exam- oriented school system, and
 - ✓ Lack of enough and appropriate extensive reading materials in the school library.
- Students face a number of challenges for practicing extensive reading inside and outside the classroom. These are:
 - ✓ Lack of enough time to read extra materials
 - ✓ Lack of interest to read longer texts
 - ✓ No conducive environment to extensive reading at their home, and
 - ✓ Lack of enough and appropriate extensive reading materials in the school library that promote extensive reading.

5.4. Recommendations

Based on the findings and conclusions of this research, the researcher suggests the following recommendations to stakeholders related to this study, such as students, teachers, other researchers and concerned bodies.

- The curriculum designers need to prepare extensive reading materials for classroom use in order to capture the students' motivation. Additionally, they should assess the difficulty level of the texts and the corresponding level of students understanding
- Book writers and teachers need to work together to assess the gap that the English textbook has in relation to extensive reading materials.
- Teachers, students and the school administration should get involved in starting up extensive reading program in the school.
- The researcher recommends that the students should learn more about the benefits of implementing extensive reading. This is to say that students need to read additional authentic texts a lot.
- Students should enjoy reading for their own pleasure than getting a good grade. There will be no marks which can affect their grade, but extra credit is going to be given in their final mark sheet. This has to be done in an organized way through a team within the department and school administration.
- Schools have to equip their libraries with the appropriate extensive reading materials that promote extensive reading practice. In relation to this, Heick (2018) recommends that to make students love reading; they need the appropriate book or type of book to read. When the book is not suitable for them, they will be lazy to read since they are doing not enjoy the reading activity. Thus, school library should be equipped with extensive reading materials that promote students reading culture.

In general, this research would have better result if it was conducted in a large population. In addition, experimental study on the effect of using extensive reading texts which are appropriate level of the students on their reading skills could be study further. Finally, other researcher should conduct a further study related to extensive reading with different place or different research setting.

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APPENDICES

JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCE AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGES AND LITERATURE

Appendix: I: Student's Questionnaire

Dear Student,

First of all, I would like to thank you for your cooperation to respond to this questionnaire. This questionnaire is designed to collect data for my MA thesis *“An Investigation on EFL Teachers’ and Students’ Awareness and Practice on Extensive Reading Texts in the Grade 11 English Textbook and Challenge they face in Teaching and Learning Reading Skills”*. Thus, I kindly request you to give the required information. Your response is highly important for the success of this study. I would like to assure you that all the responses you give will be kept confidential and used only for the research purpose. As a further assurance, you don't need to write your name.

Thank you in advance for your genuine cooperation.

General Instruction: *The questionnaire has four parts. Part one includes questions about your personal demography, the second, third and fourth parts include items that are about your awareness, practice and challenges respectively. Put a tick (✓) mark in the given spaces to show your response.*

Part I: Demographic Information (students)

- 1.1 Sex Male
 Female
- Age: below 16
 16-18
 Above 18

Part II: EFL students' awareness of extensive reading strategies

Instruction: The following statements are designed to **know your awareness towards extensive reading strategies**. Please, indicate your agreement or disagreement by putting a tick mark (√) on each item according to the following rating scale: *1=strongly disagree; 2 = disagree; 3= uncertain; 4= Agree; 5= strongly Agree*

No	Items	Rating Scale				
		1	2	3	4	5
1	I understand that using extensive reading strategies enables me to learn my education in a better way.					
2	I have awareness towards the advantage of extensive reading while learning reading skills.					
3	I know extensive reading helps me to have more confidence in my future education					
4	I know the rational of any reading is good achievement in exams.					
5	I am aware that extensive reading strategies contribute to the development of all language skills.					
6	I know that extensive reading strategies can be implemented when I read essay, short stories and novels inside and outside the classroom.					
7	I realize that a student is expected to read material other than the text books at school and at my home.					
8	I understand that the orientation given by the teachers about which materials learners should read encourages learners to read extensive reading materials.					

Open-ended question: What are extensive reading materials that you frequently read? List at least three of them.

Part III: EFL students’ practice of extensive reading strategies

Instruction: Indicate your agreement or disagreement by putting a tick mark (√) on each item according to the following rating scale: *1=strongly disagree; 2 = disagree; 3= uncertain; 4= Agree and 5= strongly Agree.*

No	Items	Rating Scale				
		1	2	3	4	5
1	I read essays, short stories, and novels written in the English language inside and outside the classroom.					
2	In order to learn English language, I read additional reading materials written in English.					
3	I enjoy by reading Essay, Short stories and Novels in my spare time.					
4	I frequently read extensive reading materials written in English language to improve my language skills.					
5	I write my personal reflection after reading extensive reading found in the textbooks.					
6	I tell to my friends about the message of the extensive reading passage I read in my spare time.					
7	I share ideas with my partners after reading extensive reading materials we read for pleasure.					
8	I ask my teacher after I read extensive reading texts to clarify vague points I get in the passage.					
9	I discuss the points raised in the extensive reading texts with anyone whom I think has knowledge in that area.					
10	I retell loudly to others the extensive reading text I read for my pleasure.					

Open-ended question: Have you read any extensive reading texts in your class time or spare time? What are they? List them below please

Part IV: Challenges EFL students face while implementing extensive reading strategies

Instruction - The following statements are close ended questions which are designed to **know the challenges that impede you to implement extensive reading strategies**. Indicate your agreement or disagreement by putting a tick mark (√) against each item according to the following rating scale: **1=strongly disagree; 2 = Disagree; 3= uncertain; 4= Agree; 5= strongly Agree.**

No	Items	Rating Scale				
		1	2	3	4	5
1	At my home, there is no good environment for extensive reading.					
2	I do not have enough experience in reading different reading materials for general understanding					
3	I have no of interest to read longer texts.					
4	I have no free time to read longer texts.					
5	I cannot get books as of my level and interest in my school library.					
6	I read short texts to pass exam instead of reading long texts for general understanding.					
7	My parent does not allow me to read other than school subjects.					
8	I learn better by reading what the teacher writes on blackboard than reading different materials.					
9	I give more emphasis to only my textbook rather than wasting my time in reading large quantities of books					

Open-ended questions: What other challenges you encounter while you are implementing extensive reading strategies? List them please.

ጅማ ዩኒቨርሲቲ
ማህበራዊ ሳይንስ እና ሰብአዊነት ኮሌጅ
የእንግሊዝኛ ቋንቋ እና ሥነ-ጽሑፍ ትምህርት ክፍል
ለተማሪዎች የተዘጋጀ መጠይቅ

Appendix: II: Amharic version of Student's questionnaire

ውድ ተማሪዎች: በመጀመሪያ ፣ ለዚህ መጠይቅ መልስ ለመስጠት ላደረጉት ትብብር ላመሰግናችሁ እወዳለሁ። ይህ መጠይቅ ለሁለተኛ ዲግሪዬ ምርምር መረጃን ለመሰብሰብ የተቀየሰ ነው። በ 11 ኛ ክፍል የእንግሊዝኛ የመማሪያ መጽሐፍ ውስጥ የተካተቱ ሰፊ የንባብ ፅሁፎችን ለመተግበር የመምህራን እና የተማሪዎች ግንዛቤ ፣ ልምምድ እና የሚያጋጥሟቸው ተግዳሮቶች ለመመርመር ነው። ስለሆነም አስፈላጊውን መረጃ እንድትሰጡ በአክብሮት እጠይቃለሁ። ለዚህ ጥናት ስኬት የእርስዎ ምላሽ በጣም አስፈላጊ ነው። የሚሰጧቸው ምላሾች ሁሉ በሚስጥር እንደሚጠበቁ እና ለምርምር ዓላማ ብቻ እንደሚውሉ ላረጋግጥላችሁ እወዳለሁ። እንደ ተጨማሪ ማረጋገጫ ስምዎን መጻፍ አያስፈልግዎትም። ለእውነተኛ ትብብርዎ አመሰግናለሁ።

አጠቃላይ መመሪያ መጠይቁ አራት ክፍሎች አሉት። ክፍል አንድ ስለግላዊ መረጃ ጥያቄዎችን ያጠቃልላል፤ ሁለተኛው ፣ ሦስተኛው እና አራተኛው ክፍሎች በቅደም ተከተል ስለ እርስዎ ግንዛቤ ፣ ልምምድ እና ተግዳሮቶች ያሉ ነገሮችን ያካትታሉ። ምላሽዎን ለማሳየት በተሰጡት ቦታዎች ላይ የቲክ (v) ምልክት ያድርጉ።

ክፍል 1: ግላዊ መረጃ

1. **ፆታ:** ወንድ
 ሴት

2. **ዕድሜ** ከ 16 በታች
 ከ16-18
 ከ 18 በላይ

ክፍል II: የተማሪዎች ሰፊ የንባብ ስልቶች ግንዛቤ

መመሪያ: የሚከተሉት መግለጫዎች በሰፊው የንባብ ስትራቴጂዎች ላይ ያለዎትን ግንዛቤ ለማወቅ የተቀየሱ ጥያቄዎች ናቸው። በሚከተለው የደረጃ አሰጣጥ ሚዛን መሠረት በእያንዳንዱ ንጥል ላይ (v) ምልክት በማድረግ ስምምነትዎን ወይም አለመስማማትዎን ያሳዩ 1 = በጥብቅ አልሰማማም; 2 = አልሰማማም; እርግጠኛ አይደለሁም; 4 = እስማማለሁ; 5 = በጥብቅ እስማማለሁ

No	አማራጮች	ደረጃ አሰጣጥ				
		1	2	3	4	5
1	ሰፊ ያለ የንባብ ስልቶችን መጠቀሜ ትምህርቴን በተሻለ መንገድ ለመማር እንደሚያስችለኝ ተረድቻለሁ።					
2	የንባብ ክህሎቶችን እየተማርኩ ሰፊ የንባብን ጥቅም በተመለከተ ግንዛቤ አለኝ ።					
3	ሰፊ ያለ ንባብ ለወደፊቱ ትምህርቴ የበለጠ እምነት እንዲኖረኝ እንደሚረዳኝ አውቃለሁ					
4	የማንኛውም ንባብ ምክንያታዊነት በፈተናዎች ውስጥ ጥሩ ውጤት መሆኑን አውቃለሁ።					
5	ሰፊ ያሉ የንባብ ስልቶች ለሁሉም የቋንቋ ችሎታዎች እድገት አስተዋጽኦ እንዳላቸው አውቃለሁ።					
6	በክፍል ውስጥም ሆነ ውጭ ድርሰት፣ አጫጭር ታሪኮችን እና ልብ ወለዶችን ሳነብ ሰፊ የንባብ ስልቶች ሊተገበሩ እንደሚችሉ አውቃለሁ					
7	አንድ ተማሪ በትምህርት ቤት እና በቤት ውስጥ ከሚገኙት የጽሑፍ መጻሕፍት ውጭ ሌሎች ጽሑፎችን እንዲያነብ እንደሚጠበቅ አውቃለሁ					
8	መምህራን ስለ የትኞቹ ቁሳቁሶች ተማሪዎች ማንበብ እንዳለባቸው የሚሰጠው አቅጣጫ ተማሪዎች ሰፊ የንባብ ቁሳቁሶችን እንዲያነቡ እንደሚያበረታታቸው ተረድቻለሁ ።					

ክፍት ጥያቄ: ብዙ ጊዜ የሚያነቧቸው ሰፊ የንባብ ቁሳቁሶች ምንድናቸው? ከእነዚህ ውስጥ ቢያንስ ሦስቱን ዘርዝሩ ።

ክፍል III: የተማሪዎች ሰፊ የንባብ ስልቶች ልምምድ

መመሪያ: በሚከተለው የደረጃ አሰጣጥ መሠረት በእያንዳንዱ ንጥል ላይ (v) ምልክት በማድረግ ስምምነትዎን ወይም አለመስማማትዎን ያመልክቱ -1 = በጥብቅ አልስማማም 2 = አልስማማም; 3 = እርግጠኛ አይደለም; 4 = እስማማለሁ እና 5 = በጥብቅ እስማማለሁ።

No	አማራጮች	ደረጃ አሰጣጥ				
		1	2	3	4	5
1	በክፍል ውስጥም ሆነ ውጭ በእንግሊዝኛ የተጻፉ ጽሑፎችን፣ አጫጭር ታሪኮችን እና ልብ ወለዶችን አነባለሁ።					
2	የእንግሊዝኛ ቋንቋን ለመማር በእንግሊዝኛ የተጻፉ ተጨማሪ የንባብ ቁሳቁሶችን አነባለሁ					
3	በትርፍ ጊዜዬ ድርሰትን፣ አጫጭር ታሪኮችን እና ልብ ወለዶችን ማንበብ ያስደስተኛል					
4	የቋንቋ ችሎታዬን ለማሻሻል በእንግሊዝኛ የተጻፉ ሰፊ የንባብ ቁሳቁሶችን ደጋግሜ አነባለሁ።					
5	በመማሪያ መጽሐፍት ውስጥ የተገኘውን ሰፊ ንባብ ካነበብኩ በኋላ የግል አስተያየቴን እጽፋለሁ					
6	በትርፍ ጊዜዬ ያነበብኩትን ሰፊ የንባብ ምንባብ መልእክት ለጓደኞቼ እነግራቸዋለሁ።					
7	ለደስታ ካነበብኛቸው ሰፊ ያሉ የንባብ ቁሳቁሶችን ካነበብን በኋላ ሀሳቦችን ከአጋሮቼ ጋር እጋራለሁ					
8	ግልጽ ያልሆኑ ነጥቦችን ግልጽ ለማድረግ ሰፊ ያለ የንባብ ጽሑፎችን ካነበብኩ በኋላ አስተማሪዬን እጠይቃለሁ					
9	በሰፊው የንባብ ጽሑፎች ላይ በተነሱት ነጥቦች ላይ በዚያ አካባቢ ዕውቀት አለው ብዬ ካሰብኩ ጋር እወያያለሁ					
10	ለደስታዬ ያነበብኩትን ሰፊ የንባብ ጽሑፍ ለሌሎች ጮክ ብዬ እነግራቸዋለሁ					

ክፍት ጥያቄ: በክፍልዎ ወይም በትርፍ ጊዜዎ ውስጥ ማንኛውንም ሰፊ ያለ የንባብ ጽሑፎችን አንበበዋል? ምንድን ናቸው? እባክዎን ከዚህ በታች ዘርዝሯቸው

ክፍል አራት: ተማሪዎች ሰፊ የንባብ ስልቶችን ተግባራዊ በሚያደርጉበት ጊዜ የሚያጋጥሟቸው ተግዳሮቶች.

መመሪያ - የሚከተሉት መግለጫዎች ሰፊ ያሉ የንባብ ስትራቴጂዎችን ተግባራዊ ለማድረግ የሚያደናቅፉትን ተግዳሮቶች ለማወቅ የታቀዱ ጥያቄዎች ናቸው። በሚከተለው የደረጃ አሰጣጥ መሠረት በአያንዳንዱ ንጥል ላይ ምልክት ማድረጊያ (✓) ላይ ምልክት በማድረግ ስምምነትዎን ወይም አለመስማማትዎን ያሳዩ 1 = በጣም አልስማማም ፤ 2 = አልስማማም; 3 = እርግጠኛ አይደለሁም; 4 = እስማማለሁ; 5 = በጥብቅ እስማማለሁ።

No	አማራጮች	ደረጃ አሰጣጥ				
		1	2	3	4	5
1	በቤቴ ውስጥ ለሰፊው ንባብ ጥሩ አከባቢ የለም።					
2	ለአጠቃላይ ግንዛቤ የተለያዩ የንባብ ቁሳቁሶችን የማንበብ በቂ ልምድ የለኝም					
3	ረጅም ጽሑፎችን ለማንበብ ፍላጎት የለኝም					
4	ለማንበብ ነፃ ጊዜ የለኝም					
5	እንደ ደረጃዬ እና እንደ ፍላጎቴ በትምህርት ቤቴ ቤተ-መጽሐፍት ውስጥ መጻሕፍትን ማግኘት አልቻልኩም					
6	ለአጠቃላይ ግንዛቤ ረጅም ጽሑፎችን ከማንበብ ይልቅ ፈተናን ለማለፍ አጫጭር ጽሑፎችን አነባለሁ					
7	ከትምህርት ቤት ትምህርቶች ውጭ ሌላ እንዳነብ ወላጆቼ አይፈቅዱልኝም					
8	የተለያዩ ቁሳቁሶችን ከማንበብ ይልቅ አስተማሪው በጥቁር ሰሌዳ ላይ የፃፈውን በማንበብ በተሻለ ሁኔታ እማራለሁ					
9	ብዛት ያላቸውን መጻሕፍትን በማንበብ ጊዜዬን ከማባከን ይልቅ ለመማሪያ መጽሐፌ ብቻ የበለጠ ትኩረት እሰጣለሁ					

ክፍት ጥያቄ: ሰፊ የንባብ ስልቶችን ተግባራዊ ሲያደርጉ ምን ሌሎች ችግሮች ያጋጥሙዎታል? እባክዎን ዘርዝሯቸው ::

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Appendix III: Interview for Teachers

Good morning/afternoon Teacher. My name is **Tamirat Taye**. I came from Jimma University graduate school department of English languages and literature to investigate EFL teachers' and students' awareness and practice of implementing extensive reading texts in the Grade 11 English textbook and challenge they face in teaching and learning reading skills". Then, I would like you stay with me for some minutes and give your genuine responses to my interview questions. The aim of this interview is to triangulate the students' responses to questionnaire. Since the success of the research depends on your genuine responses, you are kindly requested to answer the questions honestly.

Part One: -demographic information

A) Name of your school B) How long have you worked for the current school

C) Tell me in short about your educational background.....

1. As an English teacher, what do you think of the extensive reading strategies are?
2. Do you think that learners' reading of the extensive reading texts benefit your students? If yes, in what way? If not, why not?
3. Do you believe that extensive reading should be part of English Curriculum? If 'yes', please, mention your reasons
4. In your point of view, what roles does the teacher play in implementing extensive reading strategies?
5. Do you think that implementing extensive reading strategy helps your teaching of English as a foreign language? If 'yes', please, describe in what way? If 'not', why not?
6. Do you face certain problems when you use extensive reading strategies in EFL classroom? If 'yes', describe some of them.
7. What are your suggestions to make extensive reading successful?

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Appendix IV: Classroom Observation Checklists

This checklist is prepared to investigate the practice of teachers and students in implementing extensive reading in teaching and learning reading skills. The practices are rated in the category of **never, rarely, sometimes, very often** and **always** as they happen in the classroom

Name of the School _____

Name of teacher _____

Grade/Class: _____

Total Students: _____

Never = 1, rarely = 2, Sometimes = 3, Very often=4, Always =5

No	To what extent	Rating scale				
		1	2	3	4	5
1	Does the teacher allow the students to read in the class?					
2	Does the teacher guide the students on how to read extensive reading materials?					
3	Does the teacher arrange the class in group or pairs in order to discuss points in their free time reading with English medium?					
4	Does the teacher ask the students to read longer texts such as novels, magazines etc. written in English language) in the classroom?					
5	Does the teacher ask the students comprehension checking questions after each reading?					
6	Does the teacher ask the students various questions related to magazines, stories etc. in order to motivate their students to read extensively?					
7	Does the teacher teach the students on how to distinguish between facts from opinion after the students read long text?					

8	Does the teacher teach the students on how to read large number of texts in a given period i.e., extensively?					
9	Does the teacher teach the students on how to write summary after they read extensively?					
10	Does the teacher encourage students in classroom to read different materials at their home?					

11. What are other observable practices observed in the classroom that signify whether the teacher encourage learners to read extensive reading materials.

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Appendix V: Document Analysis Guidelines

General Questions to analyze the textbook

1. Are there any extensive reading texts in the textbook? If yes, how many are they?

2. What is the pattern of presenting the extensive reading texts in the textbook?

3. If there are extensive reading texts, from what genre of literature are they taken?

4. What strategies are used to help learners read the given extensive reading texts?

5. What are the instructions that are used to order students to read the extensive reading texts in the textbooks? (The clarity and comprehensiveness of the instructions)

This checklist is prepared to investigate to what extent extensive reading texts are included in grade 11 student’s textbook. The evaluation is conducted based on the rating scales indicated in the table below. The category is rated to **a great extent, to certain extent, to a very small extent.**

No		Rating Scale		
		To a great extent (3)	To a certain extent (2)	To a very small extent (3)
1.	To what extent are the extensive reading texts available in the targeted textbook?			
2	To what extent do extensive reading texts used help students to read extensively?			
3	To what extent does textbook enrich students’ general knowledge about different topics through extensive reading?			

7. What strong and weak sides are observed in the extensive reading materials employed in the textbook?

Strengths

Weaknesses

Appendix VI: Interview Transcript

Teacher 1

11th March 2021

R - Researcher

T1 - Teacher 1

Researcher: As an English teacher what do you think of the extensive reading strategy?

Teacher 1: As an English teacher I think extensive reading is reading different materials which is written in English for general understanding

Researcher: Do you think learners' reading of the extensive reading texts benefit your students? If yes, in what way? If not, please tell me your reasons?

Teacher 1: Yes, in my opinion, if students reading extensively, they may get different writing style, vocabulary development, and they may have chance to know other's culture by reading different materials in English

Researcher: Do you believe that extensive reading should be part of English Curriculum? If 'yes', please, mention your reasons.

Teacher 1: Yes, because, including extensive reading in English curriculum play a crucial role to improve students' and even teachers' knowledge of foreign language, to develop good reading habits, and to encourage a feeling of pleasure and enjoyment for reading.

Researcher: In your point of view, what roles does the teacher play in implementing extensive reading strategies?

Teacher 1: In my point of view, to implement extensive reading, teachers have to play crucial role by explaining the importance of extensive reading to their students and they themselves have to be role model by reading different materials and orient their students to reading different materials inside and outside classroom

Researcher: Do you think that implementing extensive reading strategy helps your teaching of English as a foreign language? If 'yes', please, describe in what way? If 'not', why not?

Teacher 1: Yes, I think implementing extensive reading helps me in different ways. For instance, as an English teacher if I read different materials my knowledge will be improved and my languages too.

Researcher: Do you face certain problems when you use extensive reading strategies in EFL classroom? If 'yes', describe some of them.

Teacher 1: Yes, as an experienced teacher, I have learned that, most of teachers face certain problems to implement extensive reading and some of them are lack of materials in the school library, insufficient time, lack of students' motivation to read different materials, pressure on teachers' complete textbook, and exam-oriented school system

Researcher: What are your suggestions to make extensive reading successful?

Teacher 1: As a teacher, to make extensive reading successful, concerned bodies should play their role effectively. Here, what I want to raise is, starting from students, teachers, curriculum designers and even school library should be equipped with different materials which is written in English. When I come to students' role, they should have motivation to read different materials to develop their reading habits, teachers should encourage students to read different materials. Therefore, to make extensive reading successful, those above-mentioned bodies should play their roles effectively and if this is so, it is possible to implement extensive reading successfully.

Teacher 2

11th March 2021

R - Researcher

T2 - Teacher 2

Researcher: As an English teacher what do you think of the extensive reading strategy?

Teacher 2: As an English teacher I think extensive reading is reading materials which is written in English for general understanding

Researcher: Do you think learners' reading of the extensive reading texts benefit your students? If yes, in what way? If not, please tell me your reasons?

Teacher 2: Yes, in my opinion, if students read extensively, they may get different writing style, vocabulary development, and they may have a chance to know other's culture by reading different materials in English

Researcher: Do you believe that extensive reading should be part of English Curriculum? If 'yes', please, mention your reasons.

Teacher 2: Yes, because, including extensive reading in Ethiopian regular English curriculum plays a crucial role to improve students' and even teacher's knowledge of foreign language, to develop good reading habits, and to encourage a feeling of pleasure and enjoyment for reading. Yes, including extensive reading in Ethiopian curriculum is very important to improve students and teacher's knowledge of foreign language, to develop good reading habit and to encourage them for reading

Researcher: In your point of view, what roles does the teacher play in implementing extensive reading strategies?

Teacher 2: In my opinion, teachers should play a very crucial role. This shows that the teachers' primary concern to promote extensive reading should include; introducing the benefits of extensive reading, guiding the students through the methodology and practices related to extensive reading, explaining its differences from other forms of reading and other related issues. It can also be done formally by setting aside time for the teacher to meet briefly with each student individually on a rotating basis.

Researcher: Do you think that implementing extensive reading strategy helps your teaching of English as a foreign language? If 'yes', please, describe in what way? If 'not', why not?

Teacher 2: Yes, implementing extensive reading is crucial for my teaching because it develops my knowledge on different topics and it also keeps my language fresh. I mean if I read extensively, I have a chance to know a number of different cultures, different writing skills and this helps me to be confident in my teaching and to be a skilled teacher in my profession.

Researcher: Do you face certain problems when you use extensive reading strategies in EFL classroom? If 'yes', describe some of them.

Teacher 2: Yes, from my experience, I have learnt that, most of teachers face certain problems to implement extensive reading and some of them are lack of materials in the school library, Insufficient time, Pressure on teachers to conform and complete syllables and textbook, exam-oriented school system, and lack of professional skills

Researcher: What are your suggestions to make extensive reading successful?

Teacher 2: As a teacher, to make extensive reading successful, concerned bodies should play their role effectively. Here, what I want to raise is, starting from students, teachers, curriculum designers and even school library should be equipped with different materials written in English. When I come to students role, they should have motivation to read different materials to develop their reading habits, teachers should encourage students to read different materials and they have to encourage students reading habits by explaining the benefits of extensive reading and they have to tell them how it differ from intensive reading or study reading, curriculum developers should think of extensive reading texts while developing materials for students and they have to add reading texts that initiate students to read extensively, and the most important one to make extensive reading successful is fill school library with enough reading materials which is written in English that encourage students reading skills. Therefore, to make extensive reading successful, those above-mentioned bodies should play their roles effectively and if this is so it is possible to implement extensive reading successfully.

Teacher 3

12th March 2021

R - Researcher

T3 - Teacher 3

Researcher: As an English teacher what do you think of the extensive reading strategy?

Teacher 3: It is a strategy of reading used for general understanding and also it is a strategy of reading that student use reading as a pleasure for improving their language skills

Researcher: Do you think learners' reading of the extensive reading texts benefit your students? If yes, in what why? If not, please tell me your reasons?

Teacher 3: Yes, since enjoyment is a key to success, teachers must consider what kind of materials we should use carefully. Therefore, the use of extensive reading which students find interesting might increase students' motivation and create real purpose for improving their reading skills

Researcher: Do you believe that extensive reading should be part of English Curriculum? If 'yes', please, mention your reasons.

Teacher 3: Yes, because if students don't know the pleasure of reading, the rest skills shall never be improved

Researcher: In your point of view, what roles does the teacher play in implementing extensive reading strategies?

Teacher 3: Teachers can provide some interesting articles and reading extracts as homework

Researcher: Do you think that implementing extensive reading strategy helps your teaching of English as a foreign language? If 'yes', please, describe in what way? If 'not', why not?

Teacher 3: Yes, because when teaching extensive reading it improves the ability of knowing and understanding general idea in short; and also, to have in-depth understanding in a general way.

Researcher: Do you face certain problems when you use extensive reading strategies in EFL classroom? If 'yes', describe some of them.

Teacher 3: Yes, lack of excessive materials to reach learners in an excessive manner; learners' ability to understand the concept (i.e., because of the language is second language)

Researcher: What are your suggestions to make extensive reading successful?

Teacher 3: To make extensive reading successful teachers, students and concerned bodies should play their role in effective way. For instance, teachers should encourage students to practice extensive reading, provide sufficient materials and curriculum developers should consider while developing materials for learners and they have to add enough extensive reading texts in student's textbook. If this is so, it is possibly making extensive reading successful

Teacher 4

12th March 2021

R - Researcher

T4 - Teacher 4

Researcher: As an English teacher what do you think of the extensive reading strategy?

Teacher 4: As an English teacher, or as to me, extensive reading strategies are mechanisms by which we read a material or text for the purpose of enjoyment or pleasure

Researcher: Do you think learners' reading of the extensive reading texts benefit your students? If yes, in what way? If not, please tell me your reasons?

Teacher 4: Through extensive reading strategy students can get a number of benefits such as improving their reading habits, they may be familiar with new vocabularies, they may be introduced with the cultures of other countries, and they improve their reading skills.

Researcher: Do you believe that extensive reading should be part of English Curriculum? If 'yes', please, mention your reasons.

Teacher 4: I strongly believe that extensive reading should be part of English curriculum. As it is one of the reading strategies and it supports the regular teaching learning process of English language in the classroom. Therefore, English curriculum should be designed in the way that promote extensive reading strategy, and textbooks, teachers' guides should be printed considering this reading strategies

Researcher: In your point of view, what roles does the teacher play in implementing extensive reading strategies?

Teacher 4: In my point of view the teacher play a number of roles in implementing extensive reading strategies such as, he/she should provide opportunities so that students practice reading different materials such as fictions, novels to improve their reading habit. In addition, he/she should provide reading assignments to his/ her students.

Researcher: Do you think that implementing extensive reading strategy helps your teaching of English as a foreign language? If 'yes', please, describe in what way? If 'not', why not?

Teacher 4: Yes of course, implementing extensive reading strategy helps my teaching of English as a foreign language as it supports the formal teaching learning process in the classroom as well as it encourages the teacher to master the language in a well manner and so on

Researcher: 6. Do you face certain problems when you use extensive reading strategies in EFL classroom? If 'yes', describe some of them.

Teacher 4: I face certain problem when I use extensive reading strategies such as shortage of materials related to extensive reading, shortage of time most of the time teachers are busy in covering the portions in the regular class

Researcher: What are your suggestions to make extensive reading successful?

Teacher 4: My suggestion to make extensive reading successful is: first of all, an English teacher has to be systematic in implementing extensive reading strategies as they are important to develop students reading habit. Secondly, the teacher should encourage students read the materials mentioned above. Thirdly, the concerned bodies have to design English curriculum considering extensive reading strategies