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JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

**AN INVESTIGATION OF TEACHERS' PERCEPTION AND PRACTICE OF
EXTENSIVE READING AND ITS ASSOCIATED FACTORS GRADE ELEVEN
TEACHERS' OF KEFFA ZONE IN FOCUS**

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**A THESIS SUBMITTED TO DEPARTMENT OF ENGLISH LANGUAGE AND
LITERATURE IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
MASTER ARTS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL).**

OCTOBER ,2018

JIMMA, ETHIOPIA

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JIMMA, ETHIOPIA

DECLARATION

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

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ADVISORS' APPROVAL SHEET

This is to certify that Thesis entitled Extensive reading lesson employed by English Teachers'in Bishaw, Gimbo & Shishinda Preparatory Schools: with reference of grade 11th students. Submitted in partial fulfillment of the requirements for the degree of master's with specialization in TEFL, the graduate program in college of social sciences and humanities department of English language and Literature has been carried out by Agegnehu Abate under our supervision. Therefore, we recommended that the student has fulfilled the requirements and hence he can submit the Thesis to the department.

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Abstract

The objective of the study is to investigate the perception and Practice of extensive skills in grade 11 students' Focusin kaffa zone . To achieve the objective, Bishaw Wolde Yohannes, Ghimbo and Shishinda secondary and preparatory schools were selected as a study area all from Kaffa Zone. For this study, 840 of grade 11 students 252(30%) (i.e from Bishaw 132, from Gimbo 66 and from Shishinda 54 students) and from BWYS 4, from Gimbo 2, and from Shishinda 1 teachers totally 7 English language teachers' were taken as sample subjects. To select the subjects from students, simple random sampling by using lottery technique was used. As to the teachers, purposive sampling technique was used to include in the study. To gather valuable information from the subjects, two data gathering instruments (students questionnaire & interview) were used. And the data was analyzed by using frequency count, percentage and descriptive survey methods. The findings showed that the teachers sometimes advise students extensive reading helps to improve other skills, orient students to the techniques of extensive reading, gave students home reading assignment and tried to integrated extensive reading with other reading skills, the students had free time to read extensive reading materials and could get to read extensive reading materials from the library but they did not try to read it and they did not give attention for extensive reading activities and didn't show their interest to engage themselves towards the lesson and not tried to practice extensive reading activities.

On the other hand, English teachers' did not give attention for extensive reading activities to engage their students, English teachers' approaches appear to give little emphasis to thought the activities of extensive reading skills, did not considered that the uses of extensive reading skills for other integrated language skills and other subjects. The same sessions were also found paying sound attention in pre-specifying the core purpose of the conducted extensive reading instructions and tasks. Besides, extensive reading lessons were not integrated to combine extensive reading with other language skills. The school English teachers seems to give little emphasis to encourage their students the activities of extensive reading skills have

a benefit for other skills and sub skills. They seem to give little attention to relating texts to students' real life experience. Extensive reading can enhance student's general language competence. Finally, based on the findings, the study winds up by forwarding vital recommendations to the concerned bodies in that; the urgent need towards Bisha , Gimbo & Shishinda schools English teachers, Should give more attention to the contents and techniques of teaching extensive reading.

CHAPTER ONE:

INTRODUCTION

1.1 Background of the study

Reading is one of the four major language skills. It is a complex skill, which involves a lot of sub-skills. As a result, reading Smith,(1978,p.100). Different scholars at different times define reading in a similar way. For instance, (Ur,(1991) contends, “To ‘read means to understand’...” because “A foreign language learner who says I can read the words, but I don't know what they mean is not therefore reading.” As Ur states, one may read the words, even know the meanings of the individual words, but he/she may not understand the meanings. Knowing the individual words of the idioms by itself does not guarantee comprehending the meaning of extensive reading.

Reading is one of the effective means of extending command of language that determines the learners’ success in academic studies and personal development. According to Nuttal ,(1996,p 69),“If effectively implemented, reading can lend itself 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 reading skill is significant to the students’ academic career. This is because the students are daily involved in tasks that require reading and comprehending large amount of materials written in English. As a result, effective reading plays great role to students’ success.As Donough & Christopher,(2003,p.32) point out, “Reading is the most important to the foreign language skills, particularly in cases where students have to read English material for their own specialist subject”. From these, we understand that reading is one of the skills in teaching-learning process.

Extensive reading to teaching reading is reputable approach in language courses of such an integral part of reading instruction in the second language class room for not only it helps students to read but also for it leads them to enjoy reading. Besides this, the Ethiopian language education has given great emphasis for extensive reading approach. Therefore,

extensive reading passages need reading different syllabus and text books from grade seven to higher education. This reading objective will be able students to read a variety of texts for the sake of information and pleasure.

Extensive reading as an instructional approach extends varied opportunities for the learners to develop their reading skills and other aspects of language performance. Bell & Day, (1998, p-49) & Alan, (2006 p.77) say that extensive reading can motivate learners to read. It can also consolidate previously learned language. However, despite the widely accepted view of the potential benefits of extensive reading approach, the practice tends to focus on features of intensive reading. According to Bell, (1998, P.18) much classroom reading work has traditionally focused on the exploitation of limited number of texts, for presenting lexical and grammatical points. However, in order to make them use of EFL/ESL, it is better to extensive reading for the academic purposes. It also implies that extensive reading practice has an impact role for success in academic works. Research on reading shows that if our goal is to make our students good readers, our classroom practice should enable them be motivated to read extensively. Besides to this, the further extensive reading activities help learners to develop their reading habits and helps them to get additional knowledge to their academic performances and to being a competent.

1.2 Statement of the problem

In higher levels of learning, the ability to read extensively is vital. Accordingly, Students should read different types of reading materials for purposes of academic and non-academic means. The purpose of this academic reading is the understanding of texts written in a variety of types and forms. Ruddily, (1999, P.193) states that at each grade level, students are expected to become better readers and to read increasingly different texts. However, when we see the reality in Kaffa secondary schools, the students who came from primary school had not the habit of extensive reading. For instance, the researcher's personal experience of teaching primary and high schools reveal that the students' reading skill is very low. This

problem leads to go to the research study. This problem the immediate cause of could be the come from language Teachers' perceptions' practice and Its associated factors are the reason why this study has gone. The method of teaching reading in most cases is dominated by reading approach whereas students are provided with small books for a semester with reading texts of few pages. However, the approach extensive reading leads them to be fluent and independent readers. To happen, the teacher should give further extensive reading activities as assignment to improve learners' reading habits. The local researchers, like Abinet (2011), Getachew (1996), Sileshi (2007) and Alemu (2009) conducted research on teaching of focusing on Reading skills. Therefore, the study expected to answer the questions of English language teachers' perceptions and their practice of teaching extensive reading and its associated factors in Grade 11 students in case of Kaffa Zone.

The above mentioned researchers study tried to focus on contexts based on the above concepts the study seeks to examine the following leading research questions.

1.3 Research questions

This study tries to answer the following questions:

1. What are language teachers' perceptions and their practice about extensive reading skill?
2. To what extent do grade 11 English language teachers in the target schools engage their students in extensive reading?
3. What are the factors that affect teachers' practice of students' extensive reading?

1.4 Objective of the study

1.4.1 Main objective

The main objective of this study was to investigate teachers' perception and practice of extensive reading along with the factors that affect its implementation with reference to Grade 11 English Teachers of Kefa Zone.

1.4.2 Specific objectives

The study specifically attempted to:

1. Assess the English language teachers' perceptions and their practice about extensive reading skill.
2. Examine the relationship between perceptions of English language teachers' in extensive reading and their teaching practice in the classroom;
3. Identify the factors that determine teachers' practice teaching extensive reading skill.

1.5 Significance of the study

Extensive reading is generally associated with reading large amounts with the aim of getting an overall understanding of the material. So, the findings of the study are expected to have the following values for teaching extensive reading skills.

It helps to improve the methods of teaching extensive reading in their classroom and the level of teachers practice.

- It helps to identify the factors that affect English Teachers implementation in Extensive Reading skills classrooms.
- It also provides alternative notions & crucial recommendation for educational sector in Kaffa Zone & School language Teachers in practice of extensive reading skills.
- It can initiate the other researchers to conduct additional related problems for the further study.

1.6 Scope of the study

The scope of the study was limited at the English language teachers' Perception and practice of teaching extensive reading in English classrooms. And focus on of grade eleven teachers and their sample of three selected preparatory schools in Kaffa Zone.

1.7 Limitation of the study

Due to time and financial constraints, the study was limited to 3 selected and preparatory schools of Kaffa Zone at Bishaw, Shishinda and Gimbo preparatory schools and grade eleven 7 language teachers' are taken for the study.

CHAPTER TWO:

2 REVIEW OF RELATED LITERATURE

2.1 Definition of reading

Different scholars define the term reading in different ways. But, the general concept of the definitions is similar, and thus there is no point in looking for a single definition of reading. In line with this, (Smith ,1988,p.53) describes that reading is not different from all other common words in our language. It has a multiplicity of meanings. And since the meaning of the word on any particular occasion will depend largely on the context in which it occurs, we should not expect that a single and all inclusive definition of reading.

According to (Wallace ,1992:p.32) ‘reading is a process of extracting meaning from written text’ (Rivers ,1987,P.70) also defines that ‘reading is mental activities and an interactive process between the reader and the text which leads to the reading fluency’. (Asher,1994,p.23) on his part defines that ‘reading is the ability to comprehend the thoughts and feelings of others through the medium of written text’. (Nuttal,1982,p.54), defines that reading is a process in which one looks at and understands what has been written. Other scholars,(Hedge, 2000,Bycina & Dubin, 1991,p.92) further describe “reading as a multileveled and interactive process between the reader and the text where the reader uses his/her background knowledge and the information given in the text to construct meaning’. It involves processes such as predicting, guessing, confirming and judging. Thus, reading does not mean understanding every word in a text and it is possible to understand a text even if there are some words which we may not know .(Harmer, ,2001,p.31) asserts that sometimes ‘we can ignore them as long as they do not affect our understanding or we can try to guess their meaning from the context’. According to the mentioned writers say the nature of reading skills is conceptualized in more elaborated ways. Beyond interaction, the process might as well be viewed as a struggle to indicate the reader’s engagement to make sense of the text. The same struggle in which the reader is involved for the sake of creating meaning

from the text is also conceptualized as a “psycholinguistic guessing game “The reader struggles and plays the guessing game and accordingly combines information that he/she obtained through his/her struggle with the text and with the help of the knowledge he/she brought along to apply in making his/her guessing while reading the text. (Hedge, 2000,p.32) remarks: “from this perspective, reading can be seen as a kind of dialogue between the reader and the text, or even the reader and the author” From these definitions, one can understand that reading is not only an interactive but also an active process in which the reader seeks to understand, identify, interpret and evaluate the ideas and point of view expressed by the author. In this process the interpretation largely depends upon the background of the reader, the purpose for reading and the context in which the reading occurs.

2.2 Defining extensive reading

Extensive reading, which is related to pleasure reading has received a great deal of interest. Professionals of the field have provided us with various definitions of extensive reading. (Bamford and Day,1997p.36) write,"... to read extensively means to read widely and in quantity." They take the definition one step higher by adding “extensive reading is generally associated with reading large amounts with the aim of getting an overall understanding of the material. Readers is more concerned with the meaning of the text than the meaning of individual words or sentences.”(Alan, 2009,p.73) has defined extensive reading as an approach where” students read large quantities of books and other materials that are well within their linguistic competence. Students select which books they are interested in reading, and read at their own speed.”(Day,2004,p.71) have also provided us with another description of extended reading. they write, "In extensive reading, language learners read large quantities of easy material in English. they read for information and enjoyment, with the primary goal of achieving a general, overall understanding of the reading material. From these definitions we understand that extensive reading is additional reading outside the restricted area of textbooks either for personal enjoyment, or to satisfy one curiosity towards

an issue of reading. so any type of reading is considered as extensive reading as long as the reading task adds to the reader's knowledge and increases his/her reading ability and skill.

2.3 The difference between Extensive Reading and Intensive Reading

2.3.1 Extensive Reading

Many researchers (Bamford,1984,Grellet,1981 & Hedge,1985) cited in Susser & Robb (1990) define "extensive reading as a language teaching/learning procedure to the reading of large quantities of material or long texts for global or general understanding with the intention of obtaining pleasure from the text". Likewise, (Harmer,2001) points out that "extensive reading involves reading lengthy material, often for pleasure and in a leisurely way".

In a report by (Davis 1995) quoted by (Harmer,2001,p.204) on the effectiveness of extensive reading, it is suggested that "any classroom will be poor for the lack of an extensive reading program, and will be unable to promote the pupils' language development in all aspects as effectively as such a program were present"

2.3.2 Intensive Reading

Intensive reading on the other hand, is a kind of reading, a slow and careful reading style that is appropriate for very difficult texts. However, in many ways, intensive reading is more of a language study method than a form of reading (Robb,1990) To bring these in to effect, (Nuttall 1982p.48) states that "intensive reading takes place under the closer guidance of the teacher or under the guidance of a task that forces a study to pay greater attention to the text" It should be noted, however, that many opponents of this procedure (Hedge ,2003 & in Alyousef 2005p.12), and (Harmar ,2001p.37) argue that intensive reading alone will not make students good reader, in fact too much intensive reading may actually cause students to develop bad reading habits. For example, because intensive reading requires students to pay attention to every detail, it often encourages the habit of paying more attention to the

vocabulary and grammar of a text than to its overall meaning. These make encourages the habit of extensive reading very slowly and students who become accustomed to reading English in this way often never learn to read any faster. Finally, intensive reading tends to be relatively boring, so students who fall into the habit of reading everything intensively often come to dislike reading in texts.

In general, the main purpose of most reading is to understand the meaning of text, usually as quickly as possible using linguistic and schematic knowledge so what these researchers are claiming is that extensive reading is more like “real” reading than intensive reading. Therefore, in order to become good readers, students need to practice reading extensively as well as intensively (Harmar,2001 and Tudor, 1989 cited in (Ali Yourself, 2005p.32). Here again, they go on to suggest that it is good for students to read intensively sometimes so they can study a text’s grammar and vocabulary. From these the researcher gets need to read intensively if a text is very difficult. But it is equally important for them to spend time reading texts in an extensive style, focusing mainly on the meaning of the text not stopping to look up every new word in text materials.

2.4 Teachers’ Belief and Their Classroom Practices

Teachers’ beliefs influence both perception and judgment which in turn affect what teachers say and do in the classrooms. Teachers’ beliefs play a critical role in how teachers learn to teach, that is how they interpret new information about learning and teaching and how that information is translated into classroom practices.

Understanding teachers’ beliefs is essential to improving practices and professional teacher preparation programs (Alemu,2009). The above assumptions force researchers to study teachers’ beliefs systems because all points have teachers’ beliefs as a common entity to improve the classroom practice. Phipps(2009) shares the third assumption of Johnson,“...understanding teacher beliefs and their relation to practice and teacher education

is crucial to our understanding of teaching and teachers learn". Both of them give emphasis to teachers' beliefs in teacher education programs since improving the understating of teachers' beliefs and making the practice better solves the problem from its roots.

Several researchers have drawn attention to lock mutual relationship between beliefs and experience in the way they influence pedagogical practice (Woods 1996,Allen ,2002 & Andrews 2003).The relationship has been highly complex, and neither linear nor causal. but rather dialectic. (Peterson1986) symbiotic. (Foss & Kleinsasser,1996) and interactive. `beliefs are thought to drive actions; however, experiences and reflection on action may lead to change. In addition, teachers' beliefs influence what teachers do in the classroom, whereas, teachers' classroom practices do not always reflect their beliefs.

From the above scholars there are number of factors that determine to practice the class room way teaching learning process & the teaching context exerts a powerful influence on teachers' ability to teach in line with their beliefs.

2.4.1 Teachers' beliefs

Teachers' beliefs, being hidden to others in their nature are difficult to define.views them as tacitly held assumptions and perceptions about teaching and learning (Pajares,1992 & Richardson (1996) view them as personal constructs of teachers that can help understand their decisions and teaching practices.

The belief system consists of the information, attitudes, values, theories, and assumptions about teaching, learning, learners and other aspects of teaching. Some of these beliefs are quite general while some are very specific. According to (Johnson, 1994p.67) teachers' beliefs influence their judgment and perception, the classroom activities they use and it can contribute to the improvement of teaching practices and teacher education programs. The belief system is argued to serve as a base for the activities and practices teachers use in them classroom.

There are different ways teachers may develop their beliefs. It can be socially constructed as a result of their own personal experiences and influences of the settings in which they work. Teachers' beliefs are built up over time in getting involved to some training programs. They are derived from teachers' training programs, pre-service programs and prior learning and teaching experiences. However, (Richards, Gallo & Renandya 2001p.82) argue that teachers' beliefs are derived from their prior experiences, school practices, educational theory, reading, their individual personalities and a number of other sources. When we conclude beliefs are natural that comes from prior experience ,trains programs, to change in practice of class room.

2.4.2 Beliefs and practices in teaching reading

The relationship between teachers' beliefs and instructional practices has drawn the attention of professionals of reading skills (Cheek,1999 ,Kinzer,2003 &Tompkins,2003).Current research in the area of reading comprehension has focused on strategy-training studies and reading related strategies. According to (Sinhala,2001,p.41) strategy training leads to improved reading performance, Moreover, educators have proposed the study to be made on the relationship between teachers' beliefs on how reading takes place in their classrooms to develop the level of students' comprehension. As (Chou,2008,p.92) argues, “the little amount of studies on investigating teachers' beliefs in the area of second language reading instruction have indicated an unclear picture of teachers' belief construct in teaching reading”. Hence, the researcher need to take additional research on exploring teachers' beliefs and the actual instructional practices regarding reading is required to show the clear relationship between teacher perception and the practice in process of learning.

2.5 Phases in teaching and learning reading .

In teaching reading, there are three phases or stages of reading. (Williams, Nuttall, 1982, Bycina ,Dubin, 1991 ,& Brown, 2000). Thus, teachers are needed to follow these phases of teaching reading in their lessons.These phases are briefly explained below.

2.5.1 Pre-reading phase

This phase of teaching is a place where teachers arouse students' interests to follow the lesson. The idea discussed above regarding schemata can be applied here because students bring their knowledge of world to the learning environment where new concepts will be disclosed. This stage aims at introducing the reading text, activating prior knowledge, pre-teaching key-words, vocabulary and developing a general framework of a reading lesson. It is also a phase where students are encouraged to use different strategies of reading such as skimming, scanning, and predicting (Williams & Brown, 2000).

2.5.2 While-reading phase

(Wallace, 1992) asserts that the aim of while reading phase is to encourage students read the text reflectively and interactively. According to him students need guidance in order to achieve the objectives set. Hence, different activities can be provided in this stage so as to encourage interactive reading. Moreover, students should be given a purpose for their reading lesson because this in turn leads them to take note of certain facts or rhetorical devices (Brown, 2000).

2.5.3 Post-reading phase

The purpose of post-reading stage is to help students evaluate what they have read. They will evaluate and summarize the text relating to their knowledge and experience. Students need to reflect on what they have read so as to widen their thinking. The reflection can be made orally through talking or in written form. Comprehension questions are just one form of activity appropriate for post-reading (Brown, 2000). In comprehension, some of the activities which can be used in this phase include: identifying author's purpose, discussing the author's line of reasoning, examining grammatical structures or steering students toward a follow-up writing exercise. Generally, engaging students in reflection supports deeper understanding of the reading materials.

2.6 Top ten principles for teaching extensive reading

In an article published in (Williams ,1986) discussed his top ten principles for teaching foreign language reading. He used his top ten to begin his reading seminars by asking participants to evaluate them and add new ones. His purpose, Williams wrote, was to get teachers to examine their own beliefs. The article had its desired impact on us. Now, years later, they remain as stimulating as when we first read them. Consider, for example, his first two principles: In the absence of interesting texts, very little is possible.

The primary activity of a reading lesson should be learners reading texts not listening to the teacher, not reading comprehension questions, not writing answers to comprehension questions, not discussing the content of the text. Another that still rings clearly are Williams' fifth: Teachers must learn to be quiet: all too often, teachers interfere with and so impede their learners' reading development by being too dominant and by talking too much.

Williams' top ten principles relate primarily to one approach to the teaching of reading, intensive reading. We would like to extend the discussion to extensive reading. Extensive reading, apart from its impact on language and reading ability can be a key to unlocking the all-important taste for foreign language reading among students. After all, teaching reading to students without such a taste is, as (Eskey ,1995,p.13), nicely phrased it, like teaching swimming strokes to people who hate the water.

In the same spirit as Williams, we offer our top ten principles for teaching extensive reading as a tool for professional development. These are what we believe are the basic ingredients of extensive reading. We encourage teachers to use them as a way to examine their beliefs about reading in general and extensive reading in particular, and the ways they teach foreign language reading. We posit these ten principles in the hopes that others will consider them and react to them.

2.6.1 The Reading Material is Easy.

This clearly separates extensive reading from other approaches to teaching foreign language reading. For extensive reading to be possible and for it to have the desired results, texts must be well within the learners' reading competence in the foreign language. In helping beginning readers select texts that are well within their reading comfort zone, more than one or two unknown words per page might make the text too difficult for overall understanding. Intermediate learners might use the rule of hand no more than five difficult words per page. (Nation,2000) suggest that learners must know at least 98% of the words in a fiction text for unassisted understanding.

It follows that, for extensive reading, all but advanced learners probably require texts written or adapted with the linguistic and knowledge constraints of language learners in mind. In discussing first language reading development observes that "Beginning readers do better with easier materials" (Fry,1991,p.8). This is all the more true with extensive reading because learners read independently, without the help of a teacher. Those teaching English are fortunate that the art of writing in English for language learners is well-developed a great variety of high-quality language learner literature is published for learners of all ability levels

The use of easy material is controversial. There is still a pervasive view that, to accustom students to real-world reading, real-world texts should be used for extensive reading. This is to confuse the means with the end, and paradoxically to rob students of exactly the material they need to progress to the goal of reading real-world texts. For students to be motivated to read more and study more, and to be able to ladder up as their foreign language and reading skills improve, they must be reading texts that reflect their language ability texts they find easy and enjoyable at every step of the way.

2.6.2 A variety of reading material on a wide range of topics must be available.

The success of extensive reading depends largely on enticing students to read. To awaken or encourage a desire to read, the texts made available should ideally be as varied as the learners who read them and the purposes for which they want to read. books, magazines, newspapers, fiction, non-fiction, texts that inform, texts that entertain, general, specialized, light, serious. For an inside track on finding what your students are interested in reading, follow Williams' advice: "Ask them what they like reading in their own language, peer over their shoulders in the library, ask the school librarian.

Varied reading material not only encourages reading, it also encourages a flexible approach to reading. Learners are led to read for different reasons (e.g.entertainment; information; passing the time) and, consequently, in different ways (e.g., skimming; scanning; more careful reading).

2.6.3 Learners choose what they want to read.

The principle of freedom of choice means that learners can select texts as they do in their own language, that is, they can choose texts they expect to understand, to enjoy or to learn from. Correlative to this principle, learners are also free, indeed encouraged, to stop reading anything they find to be too difficult, or that turns out not to be of interest.

What Henry noticed about her L1 non-reading undergraduates is no less true in foreign language reading: "my students needed to read for themselves, not for me. For students used to working with textbooks and teacher-selected texts, the freedom to choose reading material (and freedom to stop reading) may be a crucial step in experiencing foreign language reading as something personal. Further, although there may be a class or homework assignment, extensive reading puts the student in charge in other important ways. As Henry observes, "compliance means reading books, but other than that, the purposes and pleasures to which students put their reading are entirely their own"(p.69). This encourages students to become

responsible for their own learning. Samuels, in discussing first language reading, claims that "unless we phase out the teacher and phase in the learner, many of our students will fail to become independent because throughout their education they were always placed in a dependent role dependent on the teacher".

2.6.4 Learners read as much as possible.

This is the "extensive" of extensive reading, made possible by the previous principles. The most critical element in learning to read is the amount of time spent actually reading. While most reading teachers agree with this, it may be the case that their students are not being given the opportunity or incentive to read, read, and read some more. There is no upper limit to the amount of reading that can be done, but a book a week is probably the minimum amount of reading necessary to achieve the benefits of extensive reading and to establish a reading habit. This is a realistic target for learners of all proficiency levels, as books written for beginners and low-intermediate learners are very short.

2.6.5 The purpose of reading is usually related to pleasure, information and general understanding

In an extensive reading approach, learners are encouraged to read for the same kinds of reasons and in the same ways as the general population of first-language readers. This sets extensive reading apart from usual classroom practice on the one hand, and reading for academic purposes on the other. One hundred percent comprehension, indeed, any particular objective level of comprehension, is not a goal. In terms of reading outcomes, the focus shifts away from comprehension achieved or knowledge gained and towards the reader's personal experience.

A reader's interaction with a text derives from the purpose for reading. In extensive reading, the learner's goal is sufficient understanding to fulfill a particular reading purpose, for example, the obtaining of information, the enjoyment of a story, or the passing of time.

2.6.6 Reading is its own reward

The learners' experience of reading the text is at the center of the extensive reading experience, just as it is in reading in everyday life. For this reason, extensive reading is not usually followed by comprehension questions. It is an experience complete in itself.

At the same time, teachers may ask students to complete follow-up activities based on their reading (Bamford & Day ,in press) for a wide variety of extensive reading activities for teaching foreign language). The reasons for this are various: to find out what the student understood and experienced from the reading; to monitor students' attitudes toward reading; to keep track of what and how much students read; to make reading a shared experience; to link reading to other aspects of the curriculum. For such reasons, students may be asked to do such things as write about their favorite characters, write about the best or worst book they have read, or do a dramatic reading of an exciting part of a novel. Such activities, while respecting the integrity of students' reading experiences, extend them in interesting and useful ways.

2.6.7 Reading speed is usually faster rather than slower.

When learners are reading material that is well within their linguistic ability, for personal interest, and for general rather than academic purposes, it is an incentive to reading fluency. Nuttall notes that "speed, enjoyment and comprehension are closely linked with one another" (1996,128). She describes "The vicious circle of the weak reader: Reads slowly; doesn't enjoy reading; doesn't read much; doesn't understand; Reads slowly. . ." (p.127) and so on. Extensive reading can help readers "enter instead the cycle of growth. The virtuous circle of

the good reader: Reads faster; Reads more; Understands better; Enjoys reading; Reads faster. . ." (p.127).

In the service of promoting reading fluency, it is as well to discourage students from using dictionaries when they come across words they don't understand. Extensive reading is a chance to keep reading, and thus to practice such strategies as guessing at or ignoring unknown words or passages, going for the general meaning, and being comfortable with a certain level of ambiguity.

2.6.8 Reading is individual and silent

Silent, individual extensive reading contrasts with the way classroom texts are used as vehicles for teaching language or reading strategies or (in traditional approaches) translated or read aloud. It allows students to discover that reading is a personal interaction with the text, and an experience that they have responsibility for. Thus, together with freedom to choose reading material, individual silent reading can be instrumental in students discovering how foreign language reading fits into their lives.

Extensive reading means learners reading on their own speed. It can be done both in the students' own time when and where the student chooses, or inside the classroom when part or all of a classroom period is set aside for silent, self-selected reading. In the latter case, teachers may witness, as Henry describes it, "the most beautiful silence on earth that of students engrossed in their reading".

2.6.9 Teachers orient and guide their students

As an approach to teaching reading, extensive reading is very different from usual classroom practice. Students accustomed to wading through difficult foreign language texts might drown when suddenly plunged into a sea of simple and stimulating material. Serious-minded students, for example, in thrall of the macho maxim of foreign language reading instruction,

No reading pain, no reading gain, might not understand how reading easy and interesting material can help them become better readers.

Students thus need careful introduction to extensive reading. Teachers can explain that reading extensively leads not only to gains in reading proficiency but also to overall gains in language learning. The methodology of extensive reading can be introduced, beginning with choice: students' choosing what to read is an essential part of the approach. Teachers can reassure students that a general, less than 100%, understanding of what they read is appropriate for most reading purposes. It can be emphasized that there will be no test after reading. Instead, teachers are interested in the students' own personal experience of what was read -- for example, was it enjoyable or interesting, and why?

The final component of orientation is practical. Students are introduced to the library of reading materials and how it is divided into difficulty levels. It should be remembered that students unaccustomed to browsing foreign language reading material may need assistance in selecting appropriate texts of interest to them.

Orientation is the first step. Guidance throughout the extensive reading experience is also needed, in light of the independence and choice extensive reading allows learners. Teachers can keep track of what and how much each student reads and their students' reactions to what was read. Based on this information, teachers can encourage students to read as widely as possible and as their language ability, reading ability and confidence increase to read at progressively higher levels of difficulty. Guidance implies a sharing of the reading experience, which leads us to the final principle of extensive reading.

2.6.10 The teacher is a role model of a reader

Famously said, "reading is caught, not taught" (Nuttall,1996,229).Maley explains the implications of this for teachers when he says, "We need to realize how much influence we have on our students. Students do not just (or even) learn the subject matter we teach them;

they learn their teachers. Teachers' attitude, more than technical expertise, is what they will recall when they leave us" (1999,p.7). In short, effective extensive reading teachers are themselves readers, teaching by example the attitudes and behaviors of a reader. In Henry's words, teachers are "selling reading" (1995,p.52), and the primary way to do that is to be a reader. Further, in Henry's opinion, teachers of extensive reading "have to commit to reading what their students do" (1995,p.52). She explains, "By reading what my students read, I become a part of the community that forms within the class" (p.53). When students and teachers share reading, the foreign language reading classroom can be a place where teachers discuss books with students, answer their questions and make tailor-made recommendations to individual students. It can be a place where students and teachers experience together the value and pleasure to be found in the written word.

2.7 Benefits of Extensive Reading

There are numerous benefits of extensive reading which will prove useful to teachers when justifying the need for an extensive reading program. "Both common sense observation and copious research evidence bear out the many benefits which come from extensive reading" (warring 2006,p.21).

Many reasons are attribute to the benefits of extensive reading .For instance (Elley,1991) consider the attributes of success to five factors: extensive input of meaning rather than form and high in intrinsic motivation. Key benefits to learners of Extensive reading can provide 'comprehensible input' Reading is the most readily available form of comprehensible input, especially in places where there is hardly any contact with the target language. (Krashen 1982) as cited in (Day&Bamford,1997p.27) argues that extensive reading will lead to language acquisition, provided that certain preconditions are met. These include adequate exposure to the language, interesting Material, and a relaxed, and tension free learning environment. The only reliable way to learn a language is through massive and repeated

exposure to it in context: precisely what extensive reading Provides. (Alan,2009) It can enhance learners' general language competence.

The benefits of extensive reading extend beyond reading. There is 'a spread of effect from reading Competence to other language skills – writing, speaking and control over syntax.' (Elley, 1991) The quality of exposure to language that learners receive is seen as important to their potential to acquire new forms from the input. The same phenomenon is noted by (Day & Bamford ,1998) So reading abundantly seems to benefit all language skills, not just reading.

It helps develop general world knowledge.

Many, if not most, students have a rather limited experience and knowledge of the world they inhabit both cognitively and affectively. Extensive reading opens window son the world Seen through different eyes. This educational function of Extensive reading has not been emphasized enough. (Alan 2009)

It extends vocabulary growth and grammatical knowledge.

Extensive reading allows for multiple encounters with words and phrases in context regarding Increasing learners' vocabulary repertoire and expand their grammatical knowledge. (Ibsen ,1990) States that since students will be reading fast and much, "they will be able to absorb new vocabulary and idioms, and new grammatical structures will more or less unconsciously become part of their Linguistic competence." In addition, Nation (1997) indicates that extensive reading has been shown to be successful in reinforcing.

Confirming and deepening knowledge of vocabulary and expressions and developing understanding of when and how to use words by reading them in context.

It can lead to improvement in writing

There is a well-established link between reading and writing: the more we read, the better we write (Bell ,1998) states that a number of studies appear to show the positive effect of

reading on subjects' writing skills, indicating that students who are prolific readers in their pre college years become better writers when they enter college. He further states that these results support the case for an input-based, acquisition oriented reading program based on extensive reading as an effective means of fostering improvements in students writing.

It creates and sustains motivation to read more.

As students read successfully in the foreign language, so they are encouraged to read more. Reading material selected for extensive reading programs that address students' needs, tastes and

Interests motivate them to read the books and advance the reading habit (Bell,1998).

It helps to build confidence with extended texts

Much Classroom reading work has traditionally focused on the exploitation of short texts, either for presenting lexical and grammatical points or for providing students with limited Practice in various reading skills and strategies. However, a large number of students in the EFL/ESL world require reading longer texts and books for academic purposes, (Kembo,1993) as Cited in (Bell,1998) points to the value of extensive reading in developing students confidence And ability in facing these longer texts. The benefits of extensive reading are numerous and Widespread. By reading a large amount and rich variety of materials that are within their Linguistic ability, learners are being exposed to significant quantities of input.

The points Above could be summarized as the benefits of extensive reading is not only enhancing vocabulary and reading ability, but also fluency in a number of areas including writing and Possibly speaking. Through the volume of language covered, learners are offered a great deal of Repetition and consolidation of language which many authors see as key to improving Vocabulary retention and fluency.

(Warring ,2006) approaches the subject from a different perspective when he poses the question of what happens if students don't do extensive reading. In his article he concludes that if students do not do extensive reading, but are only asked to decode texts intensive reading activity, they will be unable to gain practice in skimming over the text and, therefore, will not be able to move up to the 'ideas' or general understand level. It is these kinds of reading skills; reading quickly and understanding general meaning that users of a foreign language are most likely need in daily life, whether it is study or work.

2.8 Materials and setting for extensive reading

One of the key features of extensive reading approach is that student are free to choose what, when, how, and where to read. These element are linked to Materials and setting for extensive reading. As (Day & Bamford ,1998) and (Alan, 2009) state such aspect is a "powerful tool for teachers concerned with building and maintaining a positive attitude towards second language reading among the student" They also claim that extensive reading approach has the potential to influence students motivation due to aspects it involve in materials and reading environment. Since extensive reading constitutes reading widely and a lot, it would be prudent to inquire about what is to be read.

students are encouraged to select their own reading materials; however, teachers are entitled to step forward and provide guidance to the students when it comes to choosing the reading materials. (Nuttall &Shelton,2009) offers an attractive acronym to describe the kind of materials to be used by students. It stands for the following: "S for short. "A'for appealing. V for varied. And E for easy" (Bam ford & Day ,1998) sate when making decisions about specific types of material for specific students, teachers can consider the following questions.

Do my students have enough language and background knowledge to be entertained or informed when reading it on their own?

In terms of their self-image as readers, will reading be an encouraging or a discouraging experience? The introduction of a variety of materials suitable for extensive reading is necessary condition in the program. (Bamford & Day,1998) offers a category of materials potentially useful for extensive reading. According to them language learner literature which consists of classic work of literature adapted from the originals for second language students is the first choice of reading material for students at the beginning and intermediate stages of their reading development. News papers and magazines are the other resources.

They are super for intermediate and advanced students. Newspapers articles tend to be short and readers can quickly get sense of the accomplishment from finishing them. Also the variety of content in them provides some excellent reading practice. Magazine article are often longer than those of newspaper. Unlike newspaper, the usually focus on one topic. As the result a variety of magazines may be necessary to appeal to the different members of second language reading class. In the category of popular literature and simple literature Bamford & Day (ibid) states that carefully selected fiction and non-fiction books can be linguistically accessible to intermediate and advanced level learners if the books are short and straightforward in content and language.

Young adult literature which is mainly fiction written for young adults, can be practically suitable for extensive reading, as the books are short and have straightforward plots. The content is usually familiar, particularly in the common thriller and slice-of teenage life stories. In addition, translation, children's books, comics, learners' own stories could be beneficial types and sources of materials for extensive reading. Extensive reading approach assumes that students should be able to read in and out of the class. Obviously classroom, home and the library could be where the practice could be employed.

(Bamford & Day, 1998) emphasize the establishment of library for extensive reading materials. They suggested school library or classroom library as possible alternatives to place the program. In any case, making a budget, determining the students' reading level and

discovering students' interest should be among primary considerations. Materials should be placed in a way it balances security and access.

(Bamford & Day, 1998) state "...overly restricting access to the materials makes it hard for students to browse and select reading materials that interests them- a key aspect of an extensive reading program." Besides setting up a check out system and displaying the materials as attractively as possible makes the extensive reading library motivating environment

2.9 Implementing Extensive Reading

2.9.1 Curricular issues

How extensive reading might be included in a variety of second language classrooms, courses and programs has been the concern in this sub section. Four ways to include extensive reading into the second language curriculum is forwarded by (Day & Bamford, 1998).

As a separate stand- alone course. This involves basically what the establishing of any other course does; a teacher, a syllabus, classroom materials.

As part of an existing reading course: 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 in-class reading, time is set- aside in the reading class for extensive reading related activities such as student oral book reports.

As a noncredit addition to an existing reading course: students are encouraged to read according to their interest and for their own enjoyment. It is optional assignment and not a formal part of the course.

As an extracurricular activity: optional extensive reading can also take the form of an extracurricular reading club, not connected to the required courses in the curriculum. Such an

extensive reading club can be open to anyone in the language program regardless of the level and all can be encouraged to join.

2.9.2 Classroom practices.

Extensive reading program implementation requires a consideration of aspect that has to be reflected in the classroom practice and in managing the program.(Bell,1998) recommends having students take an active role in the setting up and administration related to these areas as it will give study sense of involvement and ownership. The other issues is the reader interview Bell (ibid) states that regular conferencing, between teachers and students, plays an important role in motivating students and allows for monitoring of individual progress. It also provides opportunities for the teachers 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.

In order to run an extensive reading program successfully, effective monitoring is required both to administer the resources efficiently and to trace students' developing reading habits and interests. (Bell ,1998) states that a card file system could be used to record titles and the books were borrowed and returned. Input from the monitoring process helps us to record students' progress, maintain and update an inventory of titles, and locate and new titles for the class library. It, therefore, serves both the individual needs of the reader and the logistical task of managing the reading resources. Maintaining the entertainment is also salient issues in implementing extensive reading. It is perhaps the most important aspect of the program to be emphasized. This could be realized, as (Bell ,1998) suggests by making use of multimedia sources to promote the books (e.g. video, audio, cd -rom, film, etc.)

They should also exploit the power of anecdote by telling the students about interesting titles, taking them out to see plays based on books, exploiting posters, leaflets, library resources, and even inviting visiting speakers to give a talk in class on a book they have read recently. In these ways, teachers can maintain student motivation to read and secure their full

engagement in the enjoyment the program provides. Besides, various classroom activities can further extensive reading and help further extensive reading and help students begin to see reading as a valuable, exciting, pleasurable and worthwhile activity. Day&Bum ford (1998) offer suggestions on sustained Silent Reading, teachers read aloud and various follow – up activities to promote extensive reading.

Sustained Silent Reading

In Sustained Silent Reading students and teachers read silently read books or other materials of their choice. Everyone in the room is reading something different. Here giving students valuable time in which to read is one of the things that teachers can do to demonstrate the value of reading and to establish a reading community.

Teachers Read aloud

Reading aloud can be an initial strategy in promoting extensive reading. (Robin,1997) as cited in (Day & Brumfit,1998) states “ reading aloud fit well with the oral tradition of the student’s culture.” It can be a way of introducing students to genres, authors, and worthwhile books that they may not initially be attracted to. The procedure is that teachers read aloud to the students while the students follow along silently their own copies of the text. Teachers can also use audio recordings of appropriate materials.

Follow -up Activities

In extensive reading the consideration of post reading activities comes due to different reasons. As &Day & Brumfit,1998) state“well-chosen ones can turn individual solitary act into a community event allow students to support and motivates one another, and they allow teachers to guide and council students.” Further, they suggest that answering questions, writing summaries, writing reaction reports, giving oral reports are possible forms of follow-up activities. There are also other activities which have student – student interaction as their focus. The activities as Day and Brum fit (ibid) mention include, in-book opinion forms

where students write their reactions to the book, a reading fair in which students individually or in groups put on a poster quotations illustrations or photocopies of a books front or back page...etc.

2.9.3 Teachers' role in Extensive reading

Extensive Reading helps teachers to be better informed, both about their profession and the world. It also helps them to enhance their own English proficiency. As Alan (2009) states, the research on language learner reading shows how extensive reading feeds into improvements in all areas of language competence. If this is true for learners, how much more true is for teachers. Regular wide reading can add best and pleasure to our own of the language. Successful and effective extensive reading program largely depends on the role teachers take part in. In addition to the creation of activities, the teachers encourages and assists the students with their reading which they undertake during and/ or after class.

Alan (ibid) describes that the teachers should be enthusiastic about reading, be frequent reader themselves and also should try to read the materials their students are reading either before or after their students Teachers who read widely are models for their students. These teachers are more likely to have students who read too. The teachers should act as a role model for the students. In addition, teachers should be involved in giving ongoing class guidance. As an important aspect for the success of extensive reading, it should not end with the initial orientation of students to extensive reading. (Day & Bamford,1998)

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. Students can greatly vary in their reactions to extensive reading: thus individual counseling become essential apart from what is stated above as general strategy. As (Day & Bamford 1998) suggest it could be done

Informally through the teacher's written or spoken response to the student's book reports. It can also be done formally by setting aside time for the teacher to meet briefly with each student individually on a rotating basis.

2.9.4 Factors that affect the Implementation of 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 & Bam ford 1998) state that various reasons have been mentioned for the lack of attention given for extensive reading. Cost and the work required to set up the program and the difficulty of finding time in an already crowded curriculum are among the concerns. They suggest that starting small and letting the positive results justify the expenditure of additional time and energy in expanding the program

The other concern relates to the different role of the teacher. Extensive reading can be a problem for teachers used to traditional roles. In extensive reading, teachers do not impart knowledge. (Davis ,1995) cited in (Day & Bam ford 1998) has pointed out that "teachers like to teach; they like to feel they are doing something. Redefining teacher's roles and responsibilities take some to getting used to "The nature of material used in extensive reading may be controversial. Teachers, administrators and parents may fear the use of such light reading as magazines, newspapers and comics lacking literary merit.

(Day & Bam ford 1998) also point out the belief that reading should be delayed until students have solid ability to speak and understand the second language is still held by some teachers and this may be part of the explanation for extensive reading low profile. Confusion between extensive reading and class readers may have led to less attention for extensive reading.

(David ,1991) cited in (Day & Bam ford 1998) suggest that a program of class readers [in which each students reads the same book at the same time in class] may appear to be a way of avoiding the drawbacks of an extensive reading approach. They can supplement and

support extensive reading but cannot replace the self-selected, individualized extensive reading as a means of developing reading fluency and positive attitude (Davis,1995), reviewing some of the problems associated with extensive reading concludes, Teachers and educational planners first have to become convinced of the enormous boost such a program can give to their pupils' command of language in order to feel it a worthwhile committing the resources required. (Davis,1995) cited in (Day & Bam ford 1998) The discussions implies that the most effective way to address the perceived problems associated with extensive reading may therefore be simply to introduce and let extensive reading prove itself.

CHAPTER THREE:

3 RESEARCH METHODOLOGY.

3.1 Design of the study

Descriptive survey design was chosen for this study due to the nature of the research problem. Regarding this, Gay and Arisean (2002p.75) state, “Descriptive survey determines and describes the way things are. It is concerned with the assessment of the existing practices and procedures, etc.” Thus, descriptive survey was chosen as it enables the researcher to describe the current practices of an area o of study.”

The study was conducted to investigate English Language Teachers’ perception about extensive reading and their practice of engaging students in extensive reading and the associated factors in grade 11 of Kaffa Zone in 3 selected secondary schools in focus. The main objective of this study was investigating English Language Teachers’ perception of extensive reading and their practice of engaging students to extensive reading.

3.2 Participants of the study

The study was focused on investigating English Language Teachers’ perception of extensive reading their practice of engaging students in extensive reading. According to the statistics obtained from Kaffa Zone Educational Office there were 12 Secondary and Preparatory Schools in Kaffa Zone. Comparing with others, Bishaw W/Yohanis. Shishinda and Gimbo Secondary and Preparatory Schools were suitable to collect data than other schools. Therefore, the researcher conducted the study at Bishaw W/yohanis , Shishinda and Gimbo Secondary and Preparatory Schools of Kaffa Zone in order to get number of language teachers’ for interviews. According to the statistics obtained from the schools, the number of

grade 11 students enrolled in 2017/18 academic year was 440 at BWY 220 at Ghimbo and 180 at Shishinda Secondary and Preparatory Schools. The total population of the study was 840. Among these 252 (30%) of them were selected by simple random sampling methods for the study This is used to identify the probability of using lottery methods . In addition, all (7) their English Language Teachers were taken by the purposive sampling methods due to the small number of language teachers’.

3.3 Sampling procedure

Simple random sampling, each member of the population under the study had an equal chance to selected and the probability of member of the population being selected is unaffected by the selection of other members (Cohen etal, 2007). The researcher, therefore, used the simple random sampling technique to select the samples of students. And, he used purposive sampling to take all grade 11 English Teachers. Because, the method of using purposive sampling can allows including all the samples in small number populations for the study.

3.4 Data collection instruments

Data for the study were collected through students’ questionnaire because of it is the objective of data gathering tools and teachers’ interviews for the sake of discussion. .

3.4.1 Questionnaire

The first data collection instrument of the study was students’ questionnaire. It was prepared to triangulate the information gained through interview.

The students’ questionnaire was consisted 18 close-ended questions. The researcher used the closed-ended questions are used for reducing students’ misunderstanding while filling out the questionnaires.

3.4.2 Interview

It is a flexible data collection method that allows the researcher to gather information using multi- sensory channels (verbal or non-verbal). Because, getting data through interview provides the respondents to become more involved and motivated in giving their idea. In addition, it gives opportunity to identify misunderstanding for clarifying question (Cohen et al., 2007). Therefore, the researcher selected the semi-structured interview and collected information from grade 11th English Language Teachers.

According to Cohen, et al (2007) the semi-structured interview is much more flexible version of the structured interview. It is the one which tends to be most favorites by educational researchers since it allows a depth to be achieving by providing the opportunity on the part of the interviewer ascertain majority questions of all respondents. Moreover, it provides opportunity to create balance between the interviewer and the interviewee by providing room for negotiation, discussion and expansion of the interviewee's responses.

3.5 Data gathering methods

The required information was gathered through the specified, appropriate instruments as following:

The questionnaire was administered for the required selected samples were gathered in two days on time. The interview was administered to seven grades 11 English Language Teachers. To collect the necessary information, the researcher used the following producers.

First of all, a pilot study was carried out on 20 students of Bishaw Wolde Yohanees Secondary and Preparatory School. The pilot study was conducted mainly to get insights for establishing appropriate design and procedures for the main study i.e., to check the clarity and appropriateness of instruments and overall procedures as well as to make the necessary revisions (if any) before they were used in the main study. Then, the researcher asked

teachers to distribute the questionnaire for the selected sample students. Then after, interview with teachers were held to triangulate the data gathered through questionnaires and analyzed qualitatively. Lastly, Analysis, discussions, summaries, conclusions and recommendations were made based on the findings.

3.6 Methods of data analysis

Regarding data analysis in mixed methods research, Dorneyi (2007p.45) notes that “in many cases it may be better to keep the analyses separate and only mix the qualitative and quantitative results at a late stage to illuminate each other.” Creswell (2009) also states that this approach helps to achieve what is termed ‘concurrent triangulation’ in mixed methods design where comparison between different databases could be made for better effect.

For him, mixing of the two types of data, qualitative and quantitative, is made at the interpretation or discussion “to actually merge the data (i.e., transform one type of data to the other type so that they can easily be compared) or integrate or compare the results of two data bases side by side in a discussion” (Creswell, 2009p.13). The quantitative data was analyzed by tabulation and percentiles separately. And the qualitative information was discussed and interpreted. Finally, all data’s were presented by mixing methods of descriptive survey.

3.7 Ethical Issues and Code of Conduct

This study took all the ethical issues into consideration. The privacy of the research participants was protected and they will be assured that no risk of harm will happen as a result of their participation in the study. The study was conducted according to code of conduct in the research.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4 Introduction

This chapter presents the findings followed by discussion. Quantitative findings of the data collected through questionnaires are dealt with in the first section. This is followed by findings from interview and classroom observation. The chapter then ends with the discussion of the major findings of the study.

4.1 RESULTS AND DISCUSSIONS

This section is dedicated for discussion and presentation of the results on the investigated English language teachers' perception of extensive reading, their practice of engaging students in out-of-class extensive reading.

The study was conducted at Bishaw Wolde Yohanees, Ghimbo and Shishinda Preparatory Schools of Kaffa Zone. For the study, the researcher used three data gathering instruments. These were classroom observation, questionnaire and interview. This chapter begins with presenting the data collected through questionnaire.

Quantitative Findings

In order to get information about the extensive reading lesson presentations employed by the classroom English teachers of grade 11th students a questionnaire which consist close-ended items were distributed for 252 students to fill. After it has been collected from the respondents the data has been tabulated and analyzed as follows.

Table 1: Students’ responses about their English teachers ‘perception and implementation.

No.	Items of the Questions	NUMBER OF RESPONDENTS									
		Variable		Variable		Variable		Variable		total	
		Always		Sometimes		Rarely		Never			
		N	%	N	%	N	%	N	%	N	%
1	The teacher orients students to techniques of extensive reading.	-	-	3	13.49	183	72.61	35	13.88	252	100
2	The teacher advises students to have extensive reading habit.	-	-	3	13.88	94	37.3	123	48.8	252	100
3	The teacher recommends to students lists of books to choose from library for extensive reading.	-	-	3	13.49	132	52.38	86	34.12	252	100
4	The teacher is a role model to the students by reading different extensive reading materials.	-	-	2	9.92	74	29.4	153	60.7	252	100
5	The teacher gives at extra reading book to improve their reading practice.	-	-	4	19.1	174	69.1	30	11.9	252	100

6	The teacher provides silent reading programs in class activities.	-	-	4 3	17.06	162	64.2 8	47	18.65	252	100
7	The teacher uses variety of follow-up activities for extensive reading.	-	-	2 5	9.92	35	13.8 8	192	76.19	252	100

As it can be seen from the Table 1 item no_1, students were asked whether their teachers orient students to techniques of extensive reading lesson. From the above four alternatives, 183(72.61%) of the respondents said that rarely orient students to techniques of extensive reading lesson. Whereas, 35(13.88%) pointed out that their teacher never orient students to techniques of extensive reading lesson. And the rest 34 (13.49) replied that sometimes.

As it can be seen in the table 1 item no_2, students were asked whether their teachers advise them to have extensive reading habit. Regarding to this concept, majority of the respondents 123(48.8) of them revealed that their teachers never advise them to have the extensive reading habit. And 94(37.3) of the respondents responded that rarely. The rest 35(13.88) of students replied that sometimes.

As it can be seen in the table above1, item number 3 the students were asked how often their teachers recommended lists of books to choose from the school library for extensive reading. Concerning this, 132(52.38)of the respondents answered rarely that their teachers recommended lists of books to choose from the school library for extensive reading. Whereas, 86(34.12)of them revealed never Only 34(13.49) of respondents responded that sometimes.

Furthermore, in the table 1 above Item number 4 the students were asked how often their teachers could be a role model to the students by reading different extensive reading materials. Almost all 153 (60.92.7%) of the respondents answered never. and some of

74(29.4%) of the respondents revealed that rarely, but only 25(9.92%)of the students answered sometimes.

As indicated the table above, item 5 students were asked whether or not their teachers gave them an extra reading book as extensive reading practice at home. Accordingly,174(69.1%%) of the respondents rarely and 48(19.1%) of them respondents answered sometimes ,but the remaining of students are revealed that 30(11.9%) said never.

According to the above table students in the study area were asked how often their teacher provides silent reading Programs to class activities. As the response of the students 162(64.28%) of the students and 47(18.65%) students responded that rarely and never accordingly, but the remaining43(17.06%) the students answered sometimes.

At last, the students were asked on the above table item 7 about their teacher how often he prepared a variety of followed up activities for extensive reading. On this points 222(88.09 %) almost all the respondents of them replied that their teacher do not prepared a variety of followed up activities for extensive reading the rest few of them 15(5.95%)and 5(2%)of the respondents replied that replied that rarely and sometimes accordingly.

From the above respondents result, it can be said that, majority of English teachers did not give attention for extensive reading activities to engage their students. Due, they couldn't oriented students to techniques of extensive reading, did not advised and encouraged them to develop their habits of extensive reading, they did not engaged them to the library, they couldn't been role model to the students by reading different extensive reading materials, didn't gave at home extra reading books, did not provided silent reading activities to the class activities, didn't prepare a variety of follow-up activities for extensive reading. Generally one can deduced that the school English teachers' approaches appear to give little emphasis to thought the activities of extensive reading skills.

Table 2: Responses about of Students Concerning Benefits of Extensive Reading.

N 0 .	Items of the Questions	NUMBER OF RESPONDENTS									
		Variable		Variable		Variable		Total			
		Always		Sometimes		Rarely		Never			
		N	%	N	%	N	%	N	%	N	%
1	How often your teacher advice you Extensive reading helps to being successful academically	-	-	85	33.73	167	66.26	--	--	252	100
2	How often your teacher advice you Extensive Reading helps to build confidence with large texts.	-	-	65	25.79	-	--	187	74.2	252	100
3	How often your teacher advice you Extensive Reading helps to general language development	-	-	55	21.82	155	61.5	42	16.66	252	100
4	How often your teacher advice you Extensive Reading helps to develop vocabulary	-	-	63	25	63	25	126	50	252	100

5	How often your teacher advice you Extensive Reading helps to develop grammar	-	-	-	--	70	27.77	182	72.22	252	100
6	How often your teacher advice you Extensive Reading helps to improve other Skills.	-	-	147	58.33	105	41.66	-	--	252	100

As it can be seen from the table above, 2 students were asked how often their teachers' advised them Extensive reading helps to being successful academically. Regarding this issue 176(66.26%) of the respondents replied that their teachers rarely advised them Extensive reading helps to being successful academically. Whereas, 85(33.73%) pointed out that their teacher sometimes advised them Extensive reading helps to being successful academically

As it can be seen in the table above, students were asked how often their teachers advised them Extensive Reading helps to build confidence with large texts. Regarding to this concept, majority of the respondents 187(74.20%) of them revealed that their teachers never advised them to Extensive Reading helps to build confidence with large texts. But only 65(25.79%) students replied that rarely.

As it shows in the table above 2, item number 3 the students were asked how often their teacher advised them Extensive Reading helps to general language development. Concerning this, -155(61.50%) of the respondents answered that their teachers advised them rarely Extensive Reading helps to general language development. Whereas, 42(16.66%) of them revealed never. Only 55(21.82%) of respondents responded that sometimes.

At it shows in the table above, the students were asked how often their teachers advised those Extensive Reading helps to develop vocabulary. Almost half, 126 (50%) of the respondents revealed that never their teachers advised those Extensive Reading helps to develop

vocabulary. Whereas, few of, 63(25%) of the respondents revealed that rarely. And 63(25%) of them responded that sometimes.

As indicated the table above 2, item 5 students were asked how often their teachers advised them Extensive Reading helps to develop grammar. Accordingly, 182 (72.22%) of the respondents and 70(27.77%) of them respondents answered that Never and rarely as a reaction to the item.

According to the above table students in the study area were asked how often their teachers advised those Extensive Reading helps to improve other Skills. As the response students 147(58.33%) of the students and 105(41.66%) students responded that sometimes and rarely accordingly.

From the above respondents result, one can be said that, majority of English teachers have not considered that the uses of extensive reading skills for other integrated language Skills and sub skills. Generally one can deduced that the school English teachers seems to give little emphasis to encourage their students the activities of extensive reading skills have a benefit for language skills and sub skills.

Table 3: Factors That Affect Extensive Reading In Teaching/Learning Approach.

No.	Item of the questions	Number of Respondents									
		Variable		Variable		Variable		Variable		Total	
		Always		Sometimes		Rarely		Never			
		N	%	N	%	N	%	N	%	N	%
1	At home there is conducive	-	-	75	29.7	177	70.24	-	--	252	100

	atmosphere for extensive reading.				6						
2	My parents allow me to extensive reading other than school subjects.	-	-	-	--	32	12.69	220	87.3	252	100
3	I have free time to read extensive reading materials.	-	-	106	42.0 6	71	28.17	75	29.7 6	252	100
4	I can get interesting books in the school library to read.	-	-	163	64.6 8	-	--	89	35.3 1	252	100
5	I can borrow books from the library for extensive reading.	-	-	59	23.4 1	-	--	193	76.5 5	252	100

As it can be seen from the tables above 3, students were asked how often they have provided good atmosphere at their home, for extensive reading. From the above four alternatives, majority 177(70.24%) of the respondents responded that rarely. Whereas, 75(29.76%) pointed out that sometimes they provided conducive home conditions of extensive reading.

As it can be seen in the table above 3, students was asked how often their parents allowed them to read extensive reading materials compared with other subjects. Regarding to this concept, majority of the respondents 220(87.3)of them revealed that their parents did not have any ideas about the extensive reading and revealed that undecided options. And few 32(12.69) of them responded that rarely.

As it can be seen in the table above 3, item number 3 the students were asked how often they had enough free time to read extensive reading materials. Concerning this, 106(42.06) of the respondents answered that sometimes. Whereas, 75(29.76) of them revealed that undecided and the rest 71 (28.17) of them said that rarely.

According to in the table above the students were asked how often they got interesting books in the school library to read. Majority, 163 (64.68%) of the respondents replied that sometimes And few of 89(35.31%) of the respondents revealed undecided.

As indicated the table above, item 5 students were asked how often they borrowed books from the library to extensive Reading lessons. As the response students 193(76.59%) of the students and 59 (23.41%) students responded that rarely and sometimes accordingly

From the above table 3, respondents result, it can be said that, almost all of the students did not give attention for extensive reading activities and didn't show their interest to engage themselves towards the lesson and not tried to practice extensive reading activities out of the class. So, it shows that their lack of autonomous.

4.2 Qualitative Finding from Interview

The second instrument used in this study was the interview which was meant to support the information gained through classroom observation and questionnaire. Most of the interview items were similar to the items of the classroom observation and the questionnaire.

Based on the objective the research, teachers' interview was prepared, in order to investigate the teachers' perceptions & practice of extensive reading in Kaffa zone selected preparatory school by the researcher,(7) language Teachers 'those are Bishaw preparatory 4, Gimbo preparatory,1 Shishinda preparatory schools were involved in interview. To gain the information needed, 8 interview items for the school teachers were prepared. The items

designed for the three schools were identical. The following are sections of teachers' responses to each interview items.

The first item in the interview was intended to know how teacher facilitated students' to involve in extensive reading before the actual act of reading begins. In reaction to this item, they said that they encouraged students to work out the pre-reading exercises written in the text book in order to arouse their interest in the text and to activate their previous knowledge or experience of the topic.

From the First item, three of the interviewed teachers were responded that, they usually made students to work out the pre-reading exercises as a means to facilitate students' of the text going to be read. That is, students were made to do the pre-reading exercise in order to draw out their relevant prior knowledge of the text. One of them further reported that prior to the reading process, students were usually provided with some background information about the topic. Such as about the author of the text, the geographical settings and historical contents in which the text is written. According to this one of the teachers said that he always does pre-reading activities which used encourage students in activities that activate their background knowledge about the topic. Whereas, the other one responded that he sometimes do pre-taught some unknown lexical items which contained in the topic of the text. However, two of the teachers responded that they did not encourage students to predict what the text is about based on its title related to the topic.

- Seeking for more information, in the second item of the interview, the researcher asked how the teachers helped their students to understand the benefits of extensive reading for other related skills/knowledge. As the reaction, teachers responded that they made students use the clear techniques of reading (skimming and scanning) which could help them to understand the text easily. Besides, they provided students with activities (questions) that drew (directed) their attention to the text and assured

- more mental involvement. One of them added that he offered brief instructions so that students could cope with the activities of while reading.
- On the other hand, one of the school teacher interviewed asserted that in attempt to help students understand the text better, students were first made to read the text silently and quickly for gist specific piece of information. Then in the second silent reading they were made to read slowly and carefully for through understanding. But all the interviewed teachers did not express the benefits of extensive reading for other related skills/knowledge.
 - The third item in the interview was intended to get information about how the school teachers help students to extend their understanding of the text after the actual extensive reading takes place. In response to this item one school teacher responded that he tried to offer students a brief recap of the days reading lesson. As regards the other classroom teachers responded that in an attempt to extend students' understanding of the text, they provided a brief summary of the day's reading lesson. Moreover, they made students to perform the post-reading tasks of the text book that helps them relate the knowledge that they got from the passage to their life.
 - In the fourth item of the interview, the researcher asked the teachers about how they helped students connect extensive reading activities to their life situation. Regarding to this question the interviewed teachers revealed that they encourage students to discuss the day's reading text with them. On the other hand, three of classroom teachers replied that they made students to perform additional post-reading activities of the text book. Moreover, they provoke students to read a variety books from the school library which have the same story with the day's reading text.
 - Item five in the interview, was intended to get information about the type of classroom organizations teachers usually employed for extensive reading tasks. As a reaction, the school teachers replied that they usually organized students in pairs and in small groups. On the other hand, two of the classroom teachers responded that they

used the sitting arrangements that was obliged by the school which was organized in a way those six students facing each other.

- In the sixth item of the interview, the researcher asked the teachers whether or not they encouraged students to read other authentic materials out of the classroom. Concerning this, they revealed that they were never advising students to read any written materials of their interest during their spare time. On the other hand, one of the interviewed classroom teacher said that he sometimes ordered students to do some assignments to do reading particular books which was found in the school library and he sometimes gave them to do writing activities by reading any materials. But the other interviewed teacher replied that he did not give attention to encourage students to read these supplementary reading materials.
- In item of seventh of the interview, the researcher asked the teachers, about the factors that influence on extensive reading while they teaching students in the classroom. As regarding this, they listed out the following main factors: Low language proficiency of Students, lack of materials in the School library, number of students in class, low students' motivation in class room, insufficient time to read, pressure on teachers to conform and complete syllables and textbook, texts are culturally remote from the society, students are exam oriented school system to read texts, lack of professional skills and lack of awareness about the benefitted of extensive reading.

In item of eighth the interview, the researcher asked the teachers, their personal perception and beliefs of teaching extensive reading lessons. Concerning this issue the interviewee replied that, they believed that extensive is very important types of reading and which used for the other skills and general knowledge. However, they did not tried encouraged their students and themselves for implementations.

CHAPTER FIVE

5 SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1 SUMMARY

Based on the presentation of the results and the discussions made on the previous chapter the following findings are summarized to show the investigated approaches of English language teachers in teaching extensive reading. These summaries deal with the teacher's lesson presentation indicated by the students through questionnaire and interview. The teachers sometimes advise students extensive reading helps to improve other skills, orient students to the techniques of extensive reading, gave students home reading assignment and tried to integrate extensive reading with other reading skills, the students had free time to read extensive reading materials, the students could get to read extensive reading materials from the library, Majority of English teachers did not give attention for extensive reading activities to engage their students, the school English teachers' approaches appear to give little emphasis to thought the activities of extensive reading skills, Majority of English teachers did not give attention for extensive reading activities to engage their students, the school English teachers' approaches appear to give little emphasis to thought the activities of extensive reading skills. Almost all of the students did not give attention for extensive reading activities and didn't show their interest to engage themselves towards the lesson and not tried to practice extensive reading activities out of the class. So, it shows that their lack of autonomous. The classroom teachers seem to give no emphasis to encouraging students to predict the content of the text and pre-reading the selected key words from the text. The school teachers seem to no offer a summary of the day's lesson and got students to discuss in groups. They seem to give little attention to relating texts to students' real life experience, Extensive reading can enhance student's general language competence. And also he argues

that the best way to improve one's knowledge of a foreign language is to read in it next to living among speakers.

5.2 CONCLUSIONS

Based on the summaries the researcher reached on the following main conclusions

The teachers sometimes advise students extensive reading helps to improve other skills, orient students to the techniques of extensive reading, gave students home reading assignment and tried to integrated extensive reading with other reading skills, did not give attention for extensive reading activities to engage their students, their approaches appear to give little emphasis to thought the activities of extensive reading skills, they considered that the uses of extensive reading skills for other integrated language skills and other subjects seems to give little emphasis to encourage their students the activities of extensive reading skills have a benefit for other skills and sub skills, seem to give no emphasis to encouraging students to predict the content of the text and pre-reading the selected key words from the text seem to no offer a summary of the day's lesson and got students to discuss in groups. They seem to give little attention to relating texts to students' real life experience

The students had free time to read extensive reading materials, could get to read extensive reading materials from the library did not give attention for extensive reading activities and didn't show their interest to engage themselves towards the lesson and not tried to practice extensive reading activities out of the class. So, it shows that their lack of autonomous.

On the other hand, the school teachers' approaching in teaching extensive reading can enhance student's general language competence. And also he argues that the best way to improve one's knowledge of a foreign language is to read in it next to living among speakers.

5.3 Recommendations

From the results found and conclusions drawn the researcher would like to recommend the following for the BWYS, GIMBO and SHISHINDA preparatory School English Teachers, grade 11th students and their parents and government.

5.3.1. As said earlier, the results of this study indicated that the extensive reading lesson presentation used by the classroom teachers of BWY, Gimbo and Shishinda preparatory school English Teachers should give attention for extensive reading activities to engage their students, give emphasis to the suitable approaches thought the activities of extensive reading skills, have considered that the uses of extensive reading skills for other integrated language skills and other subjects, encourage and advise their students about benefit of extensive reading skills for other skills and sub skills, encouraging students to predict the content of the text and pre-reading the selected key words from the text, give attention to select additional relating extensive reading texts to students' real life experience and ware their students the extensive reading can enhance student's general language competence.

5.3.2. The researcher would like to recommend that Students should give attention for extensive reading activities, show their interest to engage themselves towards the lesson; try to practice extensive reading activities out off the class and be ready to self autonomous

5.3.3.Kaffa Zone preparatory schools should be provide regular or in-service training program for school English teachers in order to familiarize them with appropriate presentation of teaching extensive reading skills

5.3.4. Lastly, this study was limited to three preparatory schools of Kaffa Zone. It would have been more comprehensive and generalize able if more schools had been included in the study. Therefore, further research which may lend support to the finding of the present study is needed in the area. Moreover, this research focused only the investigation of extensive reading lesson presentation employed by classroom English teachers, but did not consider the

impact of the reading lesson presentation. Thus, it is advisable for any interested future researcher to study the impact of the presentation of extensive reading lesson employed by classroom teachers up on students' academic performance.

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APENDIX A:

Activities in extensive reading approach. Questionnaires for Students'

No	ITEMS	Alw ays		Sometim es		ra re ly		Never	
		N	%	N	%	N	%	N	
1	The teacher orients students to techniques of extensive reading								
2	The teacher advises to have extensive reading habit.								
3	The teacher recommends lists of books to choose from students to library for extensive reading								
4	The teacher is a role model to the students by reading different extensive reading materials								
5	The teacher gives at extra reading book to improve their reading practice.								
6	The teacher provide silent reading Programs to class activities								
7	The teacher prepare a variety of follow-up activities for extensive reading								

APENDIX: B Benefits of Extensive Reading

		Agree		Disagree		Undecided		Strongly Disagree		Total	
		N	%	N	%	N	%	N	%	N	%
1	Extensive reading helps students to being successful academically										
2	Extensive Reading helps to build confidence with large texts.										
3	Extensive Reading helps to general language development										
4	Extensive Reading helps to develop vocabulary										
5	Extensive Reading helps to develop grammar										
6	Extensive Reading helps to improve other Skills.										

APENDIX :C

Factors That Affect Extensive Reading

		Strongly Agree		Agree		Undecided		Disagree		Total	
		N	%	N	%	N	%	N	%	N	%
1	At home, there is no conducive atmosphere for extensive reading										
2	My parents do not allow me to extensive reading other than school subjects.										
3	I don't have free time to read extensive reading materials										
4	I cannot get Interesting books in the school library to read										
5	I cannot borrow books from the library for extensive Reading.										

Appendix C:

Amharic Version of Students' Questionnaire

በተማሪዎች የሚሞላ መጠይቅ:

የተወደዳችሁ ተማሪዎች:

ይህ መጠይቅ ካፋዞን በመ/ሩ ግምትና አተገባበር ዙሪያ ስፋት ያለውን ባለማድረግ ያሉች ግሮች በተመለከተ በመረጃ የተደገፈ የሚሞላ ቅጽ ነው። የመጠይቁ ዋና ዓላማ ከክፍል ውጭ የሚነበቡ ተጨማሪ የንባብ ማስተማሪያ እንደሚጠቀምና እነዚህን ስልቶች ተማሪዎች ለንባብ ትምህርት ስለመጠቀማቸው መረጃ ለመሰብሰብ ነው። መልስህ/ሽ ለዚህ ጥናት ዋጋ ያለው ትልቅ እና ምስጢራዊ ነጥብ ጠብቆ ለጥናቱ ሥራ ብቻ የሚውል ነው። ስለዚህ አጥኝው መጠይቁን ያለ ስጋት እንዲትሞላ/ዩ በአክብሮት ይጠይቃል።

አመሰግናለሁ!

ግለመረጃ:

የተማሪው ኮድ በአጥኝው የሚሰጥዎታል _____ ዕድሜ _____

መመሪያ: ከዚህ በታች የሚገኙት የተለያዩ ጥያቄዎች በክፍል ውስጥ የንባብን ስልቶች ማስተማር ጋር የተገናኙ ናቸው። እያንዳንዱን በጥሞና ካነበብክ/ሽ በኋላ ይህንን ልክ ትበወረድ ተነገሮቹት ይዩ ባለት ቁጥሮች ሥር አስቀምጥ/ጭ።

መግለጫ: 5 = በጣም እስማማለሁ 4 = እስማማለሁ 3 = አርግጠኛ አይደለሁም

2 = አልስማማም 1 = በጣም አልስማማም

ተ.ቁ	መጠይቅ
1	መምህሩ የምንባቡን ርዕስ በግልፅ እንዲያነቡ ያስተዋውቃል።
2	መምህሩ በንባብ ወቅት ተማሪዎች ቅድመ ፅዕኖታቸውን እንዲጠቀሙ ያደርጋል።
3	መምህሩ ቁልፍ ቃላትን ለከሰፋ ንባብ ቀድሞ ያስተምራል።
4	መምህሩ የተማሪዎችን ንባብ ፍላጎት ያነሳሳል።
5	መምህሩ ተማሪዎች ሰፊ ንባብ የምያነቡበትን ምክንያት ይገልጻል።
6	መምህሩ ተማሪዎች ከሰፊ ምንባብ የአዳዲስ ቃላትን ትርጉም እንዲገምቱ ያበረታታል።
7	መምህሩ ተማሪዎች ሰፊ ምንባብን ጭብጭለ መረዳት እንዲያስችላቸው በግልጽና በዝምታ እንዲያነቡ ያበረታታል።
8	መምህሩ የተማሪዎችን ሰፊ ልምድ የንባብ ግምገማ ያደርጋል ወደ ክፍል ይመጣል።
9	በንባብ ወቅት የማንበውን ለመረዳት የቅድመ-ንባብ ፅዕኖታቸውን፣ ቀድሞ መገመትን፣ የዳሰሳ ንባብ ስልቶችን፣ ወዘተ የሚሉትን የንባብ ስልቶች እጠቀማለሁ።
10	የንባብ ወቅት ያነበብኩትን ለመረዳት መምራት፣ መጠየቅ፣ ማሰብ፣ ወዘተ... የሚሉትን የንባብ ስልቶች እጠቀማለሁ።
11	ሳነበብ ግምት ደሰታለሁ።
12	እንደ ማስበው ማንበብ አሰልጥኜ።
13	ለወደፊት በሕይወቴ በስፋት ንባብ ያስፈልገኛል።
14	ንባብ ለእኔ በጣም ቀላል ነው።
15	በስፋት ሳነበሁ ለንገር እረዳለሁ።
16	እንደ ክፍል ጓደኞቼ ሰፊ ንባብ አላነበም።
17	ከንባብ- ቤት በመዋሰል ማንበብ ፈላጎት አለኝ።

18	ከንባብ- ቤት-በመዋስከሪያዎች፡፡
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መጠይቁን በፈቃደኝነትና በታማኝነት ስለሞላህ/ሽአመሰግናለሁ

1. Teachers' Interview

APENDIX D:

Teachers' Interview Items

Welcome to this interview. Thank you very much for your willingness to participate in this interview. This interview is intended to gather data Investigation of Teachers' perception and practice of Extensive Reading and its Associated Factors: In Grade Eleven students' of Keffa Zone in Focus I kindly request you to forward your ideas genuinely to the questions what I am going to ask.

Thank you very much for your open cooperation.

Teachers' Interview Questions

1. What do you do to facilitate students' to involve in extensive reading before the actual act of reading begins?
2. How do you help students to understand the benefits of extensive reading for other related skills/knowledge?
3. How do you help students to extend their initial understanding of the text after extensive reading process?
4. How do you help students connect extensive reading activities to their life situations?
5. What type of classroom organization do you usually use in the extensive reading classroom?
6. Do you encourage students to read extensively other materials at their disposal outside the classroom? If you answer is 'yes', how?
7. What do you think the factors that influence when you teaching extensive reading skills?

8. Is there any factor that influence on your students' participation during teaching extensive reading lesson? If your answer is 'Yes' what are they? Please list the main problems