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The Place of Extensive Reading in Ethiopian High School English Language Textbooks:

Meki Catholic and Bole Secondary Schools (Grade 9 and 10) in Focus

BY

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June, 2016

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ADVISOR: ALEMU DISSASA (PhD)

**A Thesis Submitted to School of Humanities and Law, Department of English Language
Graduate Program in Partial Fulfillment for the Degree of Master of Arts in Teaching
English as a Foreign Language (TEFL)**

June, 2016

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Declaration

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

TILAYE KURIE

Date and Signature

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ABSTRACT

The purpose of this study was to investigate the place of Extensive Reading in Ethiopian high school English curriculum focusing on Meki Catholic Secondary School and Bole Secondary school. To this end, both quantitative and qualitative data were collected from 217 students and 12 teachers from the two schools using questionnaire, semi structure interview and observation. Both simple random and purposive sampling techniques were employed to select the required sample. The result revealed that both teachers and students do not have positive attitude towards extensive reading. As a result, teachers give less attention to this kind of reading. Besides, the textbooks and the syllabus do not contain enough recommendations and tasks that encourage extensive reading and there are no enough books that could enhance extensive reading habits in the target schools. Thus, the researcher of the currents study suggests collaboration between syllabus designers and teachers to design English Language textbooks that promote extensive reading, training teachers on how to design tasks that encourage extensive reading and equipping libraries with extra reading materials that matches the students' level of understanding.

CHAPTER ONE

1. Introduction

This chapter includes discussion on the background of the study, statement of the problem, objectives of the study, significance of the study. The delimitations and limitations of the study, ethical considerations were also included in the last sections of the chapter.

1.1. Background of the Study

Extensive reading (ER) has for many years been recognized as the most successful approach in second /foreign language education. It is defined as a reading in relatively large amount of texts compared with what is called intensive reading which usually involves a slower reading of a small amount of materials and close studying of grammar. Bright and McGregor (1979) defined extensive reading as reading a quantity of SL/FL materials over a certain length of time. Extensive reading program is administered “to develop good reading habits to build up knowledge of vocabulary and structure and to encourage a liking for reading” Richard Y Schmidt, (2002: 293-194).

A considerable amount of research investigating the benefits of ER in L1/L2 context has shown that learners benefit in a range of language uses and language knowledge. ER has been known to be effective in increasing reading speed and comprehension Bell, (2001: 105-106). A number of studies have also shown that ER appears to lead to substantial vocabulary learning and learners show their development in spelling and vocabulary knowledge. In addition to this, the measures of language use in various study indicated the learners’ dramatic improvement in effective use of extensive reading. Tsang, (19 96 184-185) also found positive results of using extensive reading materials for learners’ writing performance. Extensive reading has also been reported to enhance learners’ affective domain, such as motivation and attitude to read Manson.B, (2003)

In addition to this, Nuttall (1996: 168) stats the best way to improve your knowledge of foreign language is to go and live among its speakers. The next best way is to read extensively in it. The other scholar Smith (1994:88) says “learn to read large quantities of written material. Combined with the effort made, reading helps to develop reading ability.”

Krashen (2004:94) when he creating supplementary readers, referred to the aim of reading extensively as “to confer greater facility in the use of the vocabulary already gained, to give the child a sense of achievement and a test of the pleasure to be derived from his accomplishment.” After that, a considerable amount of literature and research has been devoted to amplifying its meaning and use, and among them, Davis (1995) summed up the notion of extensive reading: “pupils are given the time, encouragement and materials to read pleasurably, at their own level, as many books as they can, without the pressures of testing or marks.

Despite the above-mentioned evidence supporting ER, implementation of the extensive reading program has been less than a complete success. Some researchers indicated such problem as lack of reading materials and inadequate preparation of teachers (as cited in Jacobs, 2002). Others suggested that the key impediment to successful ER implementation lies in a teacher-centered view of reading instruction Day & Bamford, (1997), as cited in Jacobs, 2002). Elley (1991, pp. 378-9) attributes the success to five factors: 1) extensive input of meaning print; 2) Incidental learning; 3) The integration of oral and written activity; 4) Focus on meaning rather than form; 5) High intrinsic motivation. However, little attention has been paid to EFL learners’ concerns and attitude pertaining to their own learning.

In general in Ethiopian context reading instruction at secondary level or high school i.e. grade Nine and Ten is still focused on a close study of vocabulary and grammar (known as the text-based intensive reading approach), despite the fact that this types of language lesson are not reading at all Alderson and Urquhart, (1984). Robb & Susser,(1989). Lack of reading practice therefore, has hampered secondary students’ learning development and students have not developed an ability to read fluently outside the classroom. The aim of extensive reading in helping students to become willing and able readers in the target language appears to be an appropriate option for supplementing the current teaching instruction. The question arise; “can an extensive reading program be successfully implemented at secondary schools in Ethiopia for improving the current learning and teaching situation?” and does the extensive reading task have a place in Ethiopian EFL Curriculum?

1.2. Statement of the Problem

Ethiopia is one of the countries which use English as a medium of instruction. According to Ethiopian Minister of Education (2015) almost all regions it begins from grade seven but in only two regions i.e. Oromia Region and SNNPR it begins in grade nine and Five respectively. However, it is always described that the reading comprehension and vocabulary capacity of most students in secondary school is lower than the level required of them (the high school students have low ability to deal effectively with their material.

There could be many reasons for ineffective reading abilities of students. Students reading comprehension and vocabulary development may become poor due to lack of extensive reading in the high school textbook. Greenwood (1998: 5) states teachers fail to recognize the potentiality of reading, and they neglect and/or ignore extensive reading. According to him, the responsibility of this failure goes to the attitude, first of the teachers and then of the students. Therefore, teachers take the lion share on failure of student's ineffective deal with their materials.

Furthermore, as Christine (2008) stated, the goal of extensive reading is usually complete and by many people as a very pleasurable free time activity that broadens one's knowledge of vocabulary.

In addition to this according to Greenwood (1998:5) and Dechant (1982:73) achievement in reading is dependent "up on the pupil's motivational readiness, and poor reading or reading failure may be because of lack of interest in engaging in extensive reading. Observing the importance of extensive reading for improving reading comprehension, vocabulary development and reading interest/ habit students should master this extensive reading strategy.

Previous research works conducted in the area indicated varying sources of reading difficulty, for example, Yilma (1997) concluded that reading problem results from teachers accustomed to load reading lack of sub skills practices and lack of suggestion for additional library work. Ahmed (1997) notes many students lack the necessary reading comprehension skills. He also says "teachers emphasize on other language skills over reading; they do not arouse interest and do not encourage silent reading." Reading comprehension problem then hinders students from reaching their success and achieving their goals academically since everything requires understanding.

Generally, the above discussion shows the relevance of reading comprehension. It also shows the different views on sources of the reading comprehension problem.

Although there have been studies that have identified factors that affect students reading comprehension (Ahimed 1997) in one hand, and examining the effects of reading comprehension (Yilma 1997) on the other hand, there is no study made on the place of extensive reading in the case of Ethiopian high school English language curriculum. Therefore, this study aimed at investigating the place of extensive reading in Ethiopian high school English language curriculum and come up with possible recommendations.

1.3. Objectives of the Study

The main objective of this study is to investigate the place of extensive reading in high school textbook.

The specific objectives are to:-

- Examine the focuses English language teachers to promoting extensive reading,
- Identify the challenges in promoting the culture of extensive reading,
- Find out the attitudes of teachers and students towards extensive reading,
- Identify the interest of students towards extensive reading.

1.4. Research Question

This study has been conducted to address the following research questions:

1. To what extent do the textbooks contain recommended materials for extensive reading?
2. How committed/ willing the teachers are to encourage their students in extensive reading?
3. What does the attitudes of both the teachers and the students towards extensive reading look like?
4. What degree of interest are the students demonstrating/ showing in extensive reading materials?

1.5. Significance of the study

This study is important because it may help to identify the place of extensive reading in Ethiopian EFL curriculum and to give an appropriate emphasis for extensive reading program to successfully implement at secondary schools in Ethiopia. It is expected that the beneficiaries of this research findings will be students, teachers and curriculum designers. In addition to this, it helps as spring board for further investigation in the field.

1.6. Acronyms and Abbreviations

ER: Extensive Reading

L2: Second Language

FR: Foreign Language

TEFL: Teaching English as Foreign Language

1.7. Delimitation of the Report

Delimitations are a boundary of the study (Mugenda, 1999). The study was conducted in Dugda Woreda, East Shoa zone, Oromia Region, Ethiopia. The study investigated the place of extensive reading in high school textbook. If additional schools were included in the study; it might be difficult to manage. Therefore, geographically the study was confined to Dugda Woreda high schools of East Shoa Zone, Oromia Regional State. It concentrated only students and teachers.

1.8. Organization of the Report

The study is organized in to five chapters. Chapter one is introduction consisting of background information of the study, statement of the problem, the purpose of the study, objectives of the study, delimitation of the study, significance of the study and acronyms and abbreviations. Chapter two comprises of literature review on Definition of reading, Process of reading, Definition of extensive reading, Attitudes towards Extensive Reading, Characteristics of extensive reading. Chapters three covers the research methodology consisting of research design, sample and sampling technique, method of data gathering tools. Chapter four consists of data

analysis and interpretation. Chapter five has the summery of the study findings, conclusions and recommendations.

CHAPTER TWO

2. REVIEW OF LITERATURE

2.1. Introduction

This chapter reviews previous research in order to establish what is known within the field. Murray (2002: 115) describes several key questions the answers to which can be treated as a guideline for conducting a literature review. These questions are: Why is the subject of this study important? Who else thinks that this study is important? Who has done something similar to this work? What can be adapted to this study? What are the gaps in the research? This review of literature is divided into three main themes: theory of reading, definition of extensive reading (ER), and previous ER research. The knowledge obtained not only contributes to the research process but also reveals differences and gaps between previous studies and this research, thereby confirming the significance of this study.

2.2. Definition of Reading

The earliest definition of reading can be traced back to Huey (2008). Huey viewed reading as gathering or choosing from what was written, suggesting that constant feeling of values which goes on in all effective reading. Huey was concerned with the process used to gain information from the printed page and focused particularly on the ideas represented in printed form and the means by which the mind takes note of them. Thorndike (1917: 323-332) characterized reading as reasoning and assumed that it was an active process related to problem solving. Huey's and Thorndike's ideas are predecessors of current models that describe reading as more than the interpretation of orthographic symbols. They reflect the belief that reading requires both visual and non-visual information, which supports recent findings that prior knowledge about experience involving language, the syntactic, semantic, and orthographic elements used to create text – is stored in the reader's mind, enabling them to predict meaning Glazor et al.(1990: 1-3). Smith (1994: 171-182) define reading as an interaction between readers, writers, and the text. Reading is thinking and can never be separated from the purpose, prior knowledge, and feelings of the person engaged neither in the activity nor from the nature of the text being read.

The conventions of texts permit the expectations of readers and the intentions of writers to meet. Reading is viewed as a process. Goodman (1970) characterized the reading process as one of sampling, predicting, testing, and confirming, which he called a psycholinguistic guessing game.

Reading is a complex cognitive process Grabe (1991) because it involves a great deal of precise knowledge which must be acquired or learned and many processing strategies which must be practiced until they are automatic Birch (2002). The common view of reading consists of decoding/word recognition and general comprehension or problem-solving skills Alderson (2005). Fluent reading is rapid, purposeful, interactive, comprehending, and flexible and gradually developing according to Anderson, and Wilkinson 1985, Understanding the process of reading is important to an understanding of the nature of reading. Reading which is defined as practically synonymous with reading comprehension is a complex behavior which involves conscious and unconscious use of various strategies, including problem-solving strategies, to build a model of the meaning which the writer is assumed to have intended (Johnston 1983).

2.3. Process of Reading

With reference to Alderson (2005), the process of reading is what we mean by ‘reading’ proper: the interaction between the reader and the text. The process is silent, internal, private, dynamic, variable, and different for the same reader on the same text at a different time or with a different purpose in reading. Several methods are used to investigate the reading process such as miscue analysis, which analyses the mistakes readers make when reading aloud and introspection through think-aloud protocols or verbal retrospection in interview.

An alternative approach to examining the process of reading is to inspect the product of reading and to compare that product to the text originally read. Alderson (2005: 4-5) argued that although different readers may engage in very different reading processes, the understanding will be similar. Thus, although there may be different ways of reaching a given understanding, what matters is not how you reach that understanding, but the fact that you reach it. That is, the focus one has understood. According to Alderson there are at least two limitations to the product approach to reading: one is the variation in the product, the other is the method used to measure the product ‘Variation in the product’ conveys the meaning what readers understand from text varies. Different readers will develop somewhat different understandings of what a text ‘means’ since readers differ in their experiences and knowledge, then the products of reading will also differ. In measuring the product, the problem is the method of assessing the product of

understanding or the reading product – comprehension. Examples of problems can be seen in these cases.

- If the method involves a reader recalling what he has read without recourse to the text such as in the use of recall protocol, interview or summary test, then it will be difficult to distinguish understanding from remembering
- If the method of testing is unfamiliar to readers, then one risks a test-method effect.
- If the method (e.g., cloze technique or gap-filling) induces some readers to read in a particular way, then it will be difficult to generalize from a specific test performance to an ability to read.

2.4. Extensive reading

Reading has been widely recognized as a complex yet crucial activity for foreign language learners. Reading written texts extensively helps to enhance the process of the learners' language acquisition. Among different approaches for reading, ER has a resurgence of interest, which might be the result of insights from second language acquisition studies into the role of input in the language learning process. Individual ER outside class time, for example, can be regarded as a valuable input-enabling activity (Hedge, 2000).

According to Hedge (2000), there hasn't been a consensus among researchers on the definition of ER, but one of its key characteristics is reading large quantities of material, including novels or short stories, newspaper or magazine articles. Other characteristics include reading consistently on a regular or frequent basis, and reading for general meaning mainly for pleasure, curiosity or professional interest (Hedge, 2000).

An alternative term used to define ER is "pleasure reading" Mikulecky, (1990) since apart from acquiring new information and ideas; the readers may also find pleasure in the process of reading. According to him, ER can also be named "joyful reading" because extensive readers should feel joyful in reading when reading on its own reward. Richards and Schmit (2002) pointed out that ER intends to develop good reading habits. It could help learners not only enjoy reading but acquire the lifelong reading habit Jacobs, Davis, &Renandya, (1997). Through ER, learners are likely to form a reading habit that will develop into a pastime of their life Haider&Akhter, (2012).

The advantages of ER have been extensively discussed, and the research interest in its value has also developed considerably. Two of the most well-known academic frameworks that are in support of ER are Krashen's (1982) input hypothesis and reading hypothesis Krashen (1993). The input hypothesis states that second language learners require comprehensible input, input that is a little beyond their current level of understanding, to progress in language learning. The reading hypothesis, on the other hand, claims that comprehensible input in the form of reading helps to stimulate language acquisition:

Reading is responsible for much of our competence in reading comprehension, writing style, vocabulary, spelling and advanced grammatical competence. Krashen (1994, p. 46)

According to Krashen's (1985) theories, language learners should be exposed to large amounts of comprehensible input which is meaningful, relevant and interesting. In other words, language learners can advance their language competence through ER on the condition that the reading materials are carefully selected to suit their level of comprehension.

Hedge (1985) claimed that when students are exposed to an input-rich and enjoyable environment, their knowledge of language will increase and they will naturally become more eager to learn. Other researchers have proven the positive effects ER may have on language learning, such as on students' vocabulary knowledge, spelling or writing Harmer (2007). Students learn the way how sentences, paragraphs and texts are constructed through the demonstration of reading materials. Moreover, interesting topics introduced by good reading texts can excite the readers' imagination and stimulate discussion Harmer (2007).

Hafiz and Tudor (1989) set up a three-month ER program, in which graded readers were used to investigate the effects of ER for pleasure in the improvement of subjects' linguistic skills. The results indicated that the experimental subjects had a marked improvement in their performance, particularly in terms of their writing skills. Day and Bamford (2009) also argued that ER advances learners' understanding of the structure of sentences as well as English writing, which furthers the improvement of their reading comprehension.

Hayashi (1999) investigated reading strategies and the effects of ER on Japanese university students' proficiency in English. Findings of the study indicated that compared with learning reading strategies, reading extensively in second and foreign languages was more crucial in enhancing EFL learners' reading skills. The students also reported that the ER program helped

them in improving their vocabulary recognition, reading strategies and motivation for reading more in English.

Similarly, Carrell, Devine, and Eskey (2000) stressed the importance of ER in the improvement of reading skills. They argued that reading extensively for a given period was beneficial to the development of both top-down and bottom-up reading skills. Concerning the bottom-up skills, Adams (1998) claimed that ER improved the readers' decoding ability and word recognition through exposure to large amounts of written materials. As for the top-down skills, Grabe (2009) pointed out that ER extended readers' conceptual and background knowledge, which helps them to comprehend similar contents when reading other materials.

Advocates of ER suggest that students should be encouraged to read extensively both inside and outside the language classroom. For example, Nuttall (2005) asserted that students should be encouraged to do ER because the more they read, the better they become in reading. Grabe (2009) argued that readers' background knowledge and reading comprehension could be enhanced through ER. Students' attitudes towards reading would become more positive when they are provided with reading materials that are written or adapted to suit their level Day & Bamford (2009).

Observing the advantages that ER may bring, many suggest that ER should be incorporated in the English reading activities whether inside or outside of the EFL classrooms. A number of EFL researchers examined the effects of ER through incorporating an ER program into the classroom and concluded that it was a good way to enhance learners' reading proficiency Day & Bamford, (1998) and Krashen (1982). It is a general belief that students need to receive extensive input to develop their language proficiency.

2.5. Interest towards Extensive Reading

Reading has been considered the most important of the four language skills Koch (1974). Therefore, various aspects of reading have been heavily investigated over the past years. Some of the most prolific research reported in the literature has been concerned with readers' interests, preferences and tastes Gray, cited in Koch (1974, L2). Because educators have recognized the importance of reading interests as a motivating factor in the reading process, more studies were concerned with reading interests and preferences of children and adults than any other reading

issues. Extensive Reading is also considered an essential skill by all types of people, and perceived as being vital for people's job prospects. Parents feel that reading with their children is very important and a vital part of their children's development (The National Literacy Trust, 1998). However, despite there being a universal belief in the importance of reading, different groups of people (including students) hold different attitudes to reading and have very different reading interests and habits. A consistent theme in the literature on reading instruction for the students is the importance of personal interests as a significant determinant of positive attitude toward reading.

Fostering the optimum level of reading motivation for developing readers' abilities depends heavily on providing reading materials that appeal to students' personal interests. Most scholarships on building reading programs recommend that readers be given some freedom to shape their own literacy development by self-selecting personally interesting reading materials for a variety of purposes. Indeed, recognizing the power of personal interest to inspire engagement with reading, many researchers advocate building into the literacy curriculum as many opportunities as possible for all students to self-select reading materials that interest them Cavazos-Kottke (2004).

Reading experts believe that reading interests play a very important role in reading instruction and improvement. Furthermore, helping students learn through reading requires an understanding of their interests and abilities. Edgier (1999) claims that interest is a powerful psychological factor in learning. Moreover, the individual's reading interests are considered one of the major factors that determine what s/he reads, not to mention the importance for one's attitudes toward reading. The importance of capitalizing on reading interests stems from the fact that there is a relationship between reading interests and reading comprehension. Spache (cited in Shnayer, 1967, p. 36) claims that when interest is high, students read materials that are above their proficiency levels. He also maintains that books that are high in interest may be reacted to as appropriate in difficulty even when these are actually above the students' reading levels by two or more grade levels. But when the interest is low, students often rate books as too hard even when they are below their reading levels. Hence, any proper evaluation of the students' reading comprehension should take into account the interest factor and its influence on performance.

Teachers can motivate students to read by undertaking alternative activities starting with a survey of the kind of reading materials that students find difficult and easy Robb (1997).

Moreover, Clary (1991, pp. 340–343) suggests six strategies that teachers should use to motivate their students to read. These strategies are capitalizing on reading interests, making reading materials accessible, building a conducive environment, allowing the time to read in school, providing significant adult models and using motivational techniques. She maintains that capitalizing on interests can be achieved in two ways: knowing what most students like and what individual students like.

2.6. Attitudes towards ER

Understanding L2 learners' attitudes towards reading is believed to be important in encouraging their involvement in ER. It was asserted that positive feelings in L2 motivated students to be engaged more in ER Yamashita (2004). Day and Bamford (2009) reported that students' reading attitudes were likely to be influenced by ER when the reading materials were of interest to them. As a result of the developed positive attitudes towards the people and culture of the second language, learners' internal or integrative motivation might be promoted. They proposed a number of factors that may influence learners' second language reading attitude, claiming that students who have positive attitudes to reading in their native language tend to have good attitudes towards reading in a second language.

Asraf and Ahmad's (2003) study explored whether and how students would benefit from ER and the possibility of making the ER program a feature of the English language program for rural schools. They implemented an ER program in three Malaysian rural secondary and middle schools. As the program progressed, most of the students who were initially reluctant readers developed positive attitudes towards reading in English. Due to the limited period of time the program was held, findings of the study did not confirm whether students' English proficiency had been promoted.

Powell (2005) examined the theory and practice of ER in foreign language learning in the context of Japan. The study reported on a survey carried out at a high school with a functioning ER program. The first-year high school students joined an ER program in which they were required to do ER activity twice a week for a whole year. Findings revealed that ER played a

vital role in high school English teaching, as it contributed to the improvements of not only students' ability in but also their attitude towards reading in English.

More studies have proved that students who engaged in ER programs were highly motivated and might develop a positive attitude towards reading in the L2 Nakanishi & Ueda (2011) and Safaeia & Bulca (2013) Takase (2007). The atmosphere of the second language classroom is crucial in the development of learners' positive reading attitude. Day and Bamford (2009) argued that ER programs facilitate a harmonious classroom environment, which allowed learners to have an enjoyable reading experience and develop positive attitude to English reading. In addition, timely assistance from the teachers is beneficial in helping to develop learners' positive attitude. Mckenna, Ellsworth, and Kear (1995) noted that when teachers give appropriate assistance, learners are likely to have a successful experience of reading in the second language and generate positive attitudes towards reading.

Since teachers play an important role in encouraging and assisting students with the reading tasks they take during and after class, their perceptions are critical in the promotion of ER, particularly in a teacher-centered EFL context like Taiwan. Haider and Akhter (2012) explored the current practices of ER in the EFL classrooms at junior secondary schools in Bangladesh. One of their major findings was that English teachers exhibited positive beliefs about the benefits of ER. However, the techniques teachers adopted in their classrooms mostly encourage intensive reading. Teachers who deal with ER in the classrooms often did not follow the best teaching practices. Accordingly, it was suggested that coordinated efforts were required from all the stakeholders in the secondary education system if ER was to be promoted in the Bangladeshi schools.

2.7. Characteristics of Extensive Reading (ER)

There are ten characteristics or principles of extensive reading as an approach or a language teaching/learning procedure, which have been identified as key factors in successful extensive reading programs Bamford and Day (1997).

- (1) Students read as much as possible, perhaps in and definitely out of the classroom. Day and Bamford (2002: 3) emphasize that the amount of time students actually spend on reading is the most critical element in learning to read. Hence, to achieve the benefits of extensive reading and to establish a reading habit, the minimum amount of reading is a book a week,

which is ‘a realistic target for learners of all proficiency levels, as books written for beginners and low intermediate learners are very short Day (1997)

- (2) A variety of materials on a wide range of topics is available so as to encourage reading for different reasons and in different ways .It is recommended that to encourage a desire to read, the texts should be varied and based on the purposes for which the students want to read, e.g., books, magazines, newspapers, fiction, non-fiction, texts that inform, texts that entertain Day and Bamford (2002). To find what the students are interested in reading, as in Williams’ advice (1986: 42), “Ask them what they like reading in their own language, peer over their shoulders in the library, ask the school librarians...” Varied reading material encourages both reading and a flexible approach to reading. Students read for different reasons and in different ways e.g., skimming, scanning, more careful reading.
- (3) Students select what they want to read and have the freedom to stop reading material that fails to interest them. Self-selection of reading material is the key to extensive reading. Students 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. They are free to stop reading material that is boring, too easy, or too difficult Hitosugi and Day (2004) Day and Bamford (2002).
- (4) The purposes of reading are usually related to pleasure, information, and general understanding. These purposes are determined by the nature of the material and the interests of the students. 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, and reading for academic purposes. The one hundred percent comprehension or any particular objective level comprehension is not a goal. In terms of reading outcome, the focus shifts away from comprehension achieved or knowledge gained and towards the reader’s personal experience Day and Bamford (2002).
- (5) Reading has its own reward. Bamford and Day (1997) recommend that there are few or no follow-up exercises to be completed after reading. This view, later, is adjusted by Hitosugi and Day (2004) that although the goal is for students to experience reading and so they are not required showing their understanding by answering comprehension questions, the teachers may need to ask the students to engage in follow-up activities.
 - 1) Discovering what the student understood and experienced from reading;

- 2) Keeping track of what students read;
 - 3) Monitoring the students' attitude toward reading; and
 - 4) Linking reading with other aspect of the curriculum
- (6) Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar. Dictionaries are rarely used while reading because the constant stopping to look up words makes fluent reading difficult. Day and Bamford (2002) recommend that texts must be well within the learners reading competence in the foreign language. For beginning readers, more than one or two unknown words per page might make the text too difficult for overall understanding. For intermediate learners, there should be no more than five difficult words per page. Hui and Nation (2000) suggest that learner's must know at least 98% of the words in a fiction text for assisted understanding. They refer to Fry's (1991: 8) observation that beginner readers do better with easier materials.
- (7) Reading is individual and silent. Students are read at their own pace. Most ER is done outside class, as homework, in the students' own time, when and where the student chooses Hitosugi and Day (2004) and Day and Bamford (2002).
- (8) Reading speed is usually faster rather than slower. Students can read faster because the materials are easy and understandable. They move from word-by-word decoding to fluent reading. They are advised against using dictionaries as it interrupts the reading process, making fluent reading impossible. If they encounter unknown words, they should ignore them or guess their meanings Hitosugi and Day (2004) and Day and Bamford (2002). Nuttall(1996: 128) notes that speed, enjoyment and comprehension are closely linked with one another. She described the vicious circle of the weak reader as follows: "Reads slowly; doesn't enjoy reading; doesn't read much; doesn't understand; Reads slowly..." (Ibid: 172). 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..."
- (9) Teachers orient students the goals of extensive reading, explain the methodology, keep track of what students read, and guide students in getting the most out of the program. Given that students may not be accustomed to the freedom of making choices at school, they need to be introduced to the practice of extensive reading. The teacher could begin by explaining the benefits of extensive reading that is it helps them gain in vocabulary knowledge, reading,

writing and oral fluency. The choice of easy materials, self-selection and reading for overall understanding should be discussed. Teachers may point out that there are no tests or comprehension questions.

Nevertheless, in order to guide students during the course to ensure they get the most out of extensive reading experience, teachers need to keep track of what and how much their students read, and the students' reaction of what was read. Teachers also encourage them to read the books they previously found too difficult to read Hitosugi and Day (2004) Day and Bamford (2002).

- (10) The teacher is a role model of reader for students. The teacher's role is an active member of the classroom reading community, demonstrating what it means to be a reader and the rewards of being a reader. If the teacher reads the same material that the students read, and talks to them about it, this gives the students a model of what it is to be a reader and also makes it possible for the teacher to recommend reading material to individual students Hitosugi and Day (2004) and Day and Bamford 2002).

2.8. The concepts of ER in Foreign Language (FL)/Second Language (L2)

According to Nation (1997), The concepts of ER in a foreign language (FL)/second language (L2) is an individual activity and learners can learn at their own level without being locked into an inflexible class program, Learners follow their interests in choosing what to read, it provides the opportunity for learning to occur outside the classroom. In addition to this Nuttall (1982), Smith (1994) & Krashen (1982) argue that students learn to read by reading the best way to improve the knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensively in it. Extensive reading can provide comprehensible input language that learners read or hear that they can understand Krashen (1982) and so improves language acquisition.

2.9. Materials for Extensive Reading

ER is an approach in which readers' self-select materials from a collection of graded readers with the goal of reaching specified target times for silent sustained reading Donnes (1999) and Hill (1997). Graded readers are short books of fiction and non-fiction which are graded

structurally and lexically Bamford (1984:218), i.e. they are controlled in terms of vocabulary and grammar and are grouped for particular age groups from primary (age 8) to adult (over 16). For example, the Edinburgh Project on Extensive Reading (EPER) contains approximately 550 titles published for a world market, coded after the title with a clear genre or subject like adventure, animal, fantasy, horror, humor and romance Hill (2001). Other publishers include Cambridge, Heineman, Longman, Oxford, and Penguin Simensen (1987). Extensive reading has been both popular approaches to learning and a research topic Waring (2001). A large amount of experimental research has been conducted over the last 20 years in order to reveal its benefits in different aspects of language learning in EFL/ESL contexts which can be grouped into two gains this are:- gain in reading ability, reading fluency and grammar and gains in vocabulary writing, spelling, oral proficiency, listening, motivation and attitude.

2.9.1. Cognitive Gains

Cognitive gains are the gains in reading ability, reading fluency and grammar. This section was compiled from the ER research conducted as empirical studies, which are described in chronological order. Elley and Mangubhai (1983) conducted a two-year study called a 'Book Flood' project on nearly 400 primary school students in Fiji. Results at the end of the first year showed that subjects receiving extensive reading had made a substantial improvement in receptive skills (reading and word recognition). By the end of the second year, this improvement had extended to all aspects of the subjects' L2 abilities, including both oral and written production. In sum, they found gains in reading and general proficiency, including improvement in listening and writing. Hafiz and Tudor (1989) conducted a study on male secondary school ESL Pakistani students taking part in a three-month extensive reading program in the UK, and found gains in reading and writing.

Robb and Susser (1989) reported positive effects and gains in the reading proficiency of Japanese university students who had engaged in extensive reading. Lai (1993) performed an experiment on secondary students during a 4-week summer reading program in Hong Kong and found gains in reading comprehension, reading speed, and writing development.

Cho and Krashen (1994) reported drastic attitudinal changes in four adult native speakers of Korean living the United States after the participants had read books in the Sweet Valley series designed for junior-high and high-school girls and written for six-grade level (which is extremely popular among high school girls) Moffitt and Wartella, (1992) cited in Cho and Krashen (1994). They also found oral/aural language proficiency and vocabulary acquisition in addition to great enjoyment in reading light literature.

Masuhara et al. (1996) compared the effectiveness of strategies training and extensive reading in second language comprehension of first-year English majors in a Japanese women's university over eight weeks.

Extensive reading was found to be more effective for improving reading comprehension. Mason and Krashen (1997) studied Japanese university students engaging in extensive reading, and found gains in positive affect in addition to gains in reading proficiency. Lituanas, Jacobs and Renandya, (1999) found improvement in reading proficiency, reading speed and accuracy among secondary school students in the southern Philippines. Maxim (2000) found improvements in reading comprehension, language proficiency and positive attitude change in reading strategies of university students participating in German extensive reading programs in the United States.

Hitosugi and Day (2004) reported an increase in reading ability and positive affect among university students in Hawaii who had engaged in Japanese extensive reading. Taguchi, Takayasu-Maass, and Gorsuch (2004) reported an increase in reading fluency, reading rate, reading comprehension and positive perceptions of reading activities among Japanese university students majoring linguistics in Tokyo. Leung (2002) conducted an adult's self-study of Japanese in Hawaii and found improvement in vocabulary acquisition, reading comprehension and a positive attitude.

With respect to gains in reading fluency, in addition to Robb and Susser(1989), Lai (1993), Mason and Krashen (1997), Lituanas, Jacobs and Renandya(1999), Taguchi, Takayasu-Maass, and Gorsuch (2004) also reported an increase in reading fluency, reading rate, reading

comprehension and positive perceptions of reading activities among Japanese university students majoring in linguistics in Tokyo.

Elley and Mangubhai (1983) and Hafiz and Tudor (1989), Mason (2003) similarly reported the development of grammatical accuracy in English among low intermediate Japanese female learners at the university level in Japan. In sum, there are thirteen studies on gains in reading ability, five studies on reading fluency and three on grammar which revealed improvements due to exposure to reading extensively. Next, the remaining gains are summarized as an overview of past research, although, with the exception of attitudes, they are not investigated in this study.

2.9.2. Affective Gains

The affective gains focus on the gains in vocabulary, writing, spelling, oral proficiency, listening and motivation/attitudes. In addition to Cho and Krashen (1994), Mason and Krashen (1997), and Leung (2002), Pitts et.al., (1989) examined gains in vocabulary by conducting two experiments using adult students of ESL in the United States and reported that second language learners could acquire vocabulary incidentally from reading.

Day, et.al, (1991) reported that incidental vocabulary learning occurred among both high-school and university Japanese students while reading silently for entertainment in the classroom. They used a reading passage containing 17 target words and a 17-item multiple-choice vocabulary test with five choices per item.

Yamazaki (1996) reported on a nine week experiment with high school students in Japan that the ER group had measurably improved in vocabulary although there was no statistically significant difference between the two groups: ER and translation. Waring and Takaki (2003) examined the rate at which English vocabulary was learned from reading the 400 headword graded reader *A Little Princess*, using intermediate level female Japanese learners in Japan and found that words can be learned incidentally but that most of the words were not learned.

Pigada and Schmitt (2006) performed a one-month case study in the UK, looking at vocabulary acquisition using a 27-year-old Greek learner of French and found an enhancement of spelling, meaning, and the understanding of the grammatical behavior of words in the text.

Further, Elley and Mangubhai (1983), Hafiz and Tudor (1989), Robb and Susser (1989), Hedgcock and Atkinson (1993), Lai (1993) as well as Mason and Krashen (1997), Janopolous (1986) studied gains in writing and reported a correlation between proficiency levels in L2 pleasure reading and writing among 7language groups of graduate students in the United States.

Tsang (1996) examined a group of Cantonese speaking students participating in three English programmers which included extensive reading in Hong Kong and found an improvement in writing skills in the extensive reading group whereas Polak and Krashen (1988) conducted three studies to determine whether a relationship exists between spelling competence and voluntary reading for ESL college students in the United States and found that voluntary reading helps spelling. Correspondingly, the results of the studies on gains in oral proficiency by Cho and Krashen (1994),gains in listening by Elley and Mangubhai (1983) and gains in motivation and attitudes by Leung (2002), Takase (2003), Hitosugi and Day (2004) and Yamazaki(1996) are all consistent with the other gains mentioned earlier.

2.10. Other Benefits of ER

2.10.1. Developing Learner Autonomy.

There is no cheaper or more effective way to develop learner autonomy than Extensive Reading. Extensive reading is, by its very nature, a private, individual activity. It can be done anywhere, at any time of day. Readers can start and stop at will, and read at the speed they are comfortable with. They can visualize and interpret what they read in their own way. They can ask themselves questions (explicit or implicit), notice things about the language, or simply let the story carry them along.

2.10.2. Offering Comprehensible Input.

Extensive Reading is the most readily available form of comprehensible input, especially in places where there is hardly any contact with the target language. If carefully chosen to suit learners' level, it offers them repeated encounters with language items they have already met. This helps them to consolidate what they already know and to extend it. There is no way any learner will meet new language enough times to learn it in the limited number of hours in class.

The only reliable way to learn a language is through massive and repeated exposure to it in context: precisely what ER provides.

2.10.3. Enhancing General Language Competence.

In ways we so far do not fully understand, the benefits of ER 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 same phenomenon is noted by Day and Bamford (1998: 32-39) but they even note evidence of improvements in the spoken language. So reading copiously seems to benefit all language skills, not just reading.

2.10.4. Helping 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. ER opens windows on the world seen through different eyes. This educational function of ER cannot be emphasized enough.

2.10.5. Extending, Consolidating and Sustaining Vocabulary Growth.

Vocabulary is not learned by a single exposure. ER allows for multiple encounters with words and phrases in context thus making possible the progressive accretion of meanings to them. By presenting items in context, it also makes the deduction of meaning of unknown items easier. There have been many studies of vocabulary acquisition from ER Day et al (1991), Nation and Wang (1999), Pigada and Schmitt, (2006). Michael Hoey’s theory of ‘lexical priming’ Hoey (2005) also gives powerful support to the effect of multiple exposure to language items in context.

2.10.6. Helping Improve Writing.

There is a well-established link between reading and writing. Basically, the more we read, the better we write. Exactly how this happens is still not understood Kroll (2003) but the fact that it happens is well-documented Hafiz and Tudor (1989) Commonsense would indicate that as we

meet more language, more often, through reading, our language acquisition mechanism is primed to produce it in writing or speech when it is needed. Hoey (2003)

In sum, there are eight studies on gains in vocabulary, eight studies on gains in writing, one on spelling, one on oral proficiency, one on listening and four on motivation and attitudes which reveal that the body of research points in the same direction towards the effectiveness of ER. The researchers so far conducted in the area revealed that using ER in FL/SL context has helped learners to develop reading comprehension, reading speed, acquisition of larger vocabulary, better writing skills, greater grammatical accuracy, and higher levels of motivation or positive attitude towards foreign language learning. In terms of empirical studies, some important points have also been discovered.

CHAPTER THREE

3. RESEARCH METHODOLOGY

Research methodology involves studying the methods by which a piece of research is to be carried out in order to systematically solve a research question. A comprehensive knowledge of research methodology provides one with the necessary background to choose methods, materials, scientific tools and analysis techniques best suited to the research problem. Research methodology also provides a work plan for the research Kothari (2006.)

The purpose of the study was to investigate the place of extensive reading in Ethiopian high school English language curriculum focusing on two high schools in Dugda Woreda, East Shoa Zone, Oromia Region. In this section, research method, sources of data, sample population and sampling techniques, data gathering tools, procedures of data collection, and method of data analysis are discussed.

3.1. The Research Method

A descriptive survey research design was applied in the study because it was appropriate in order to capture people's opinion, beliefs and attitudes about extensive reading Burns (2009) Regarding descriptive survey method of research Grove (2009) stated that, many educational research methods are descriptive, concerned primarily with determining "what is", how and what exists. To this end, the researcher preferred descriptive survey research method for this study to describe people's opinion, beliefs and attitudes about extensive read

Furthermore, it helps the researcher to describe the issues under the study quantitatively and qualitatively using the data collected through questionnaire and interview. Qualitative approach was used for the purpose of using non-numeric explanation to describe and compare the respondents' opinions for the open ended semi-structure interview. Quantitative approach was also used for the purpose of using numeric explanation to describe respondents' response to the questionnaires.

3.2. Description of the Study Area

Dugda Woreda is one of the 11 Woredas in East Shewa Zone, Regional State of Oromia located in the central part of rift valley(southern part of Oromia region). The capital town of the district is Meki which is located 134km from Addis Ababa (the capital city of the country) and 88km south west of Adama before reaching zeway town. In addition to this, according to Dugda woreda educational bureau, currently there are four high schools and two preparatory schools in town.

3.3. Sample Size and Sampling Techniques

The target population is the entire set of individuals or elements who meet the sampling criteria (Burns&Grove, 2005).The sample of the study comprises students and English teachers. As per information obtained from the DugdaWoreda Education Office, there were **4** high schools consisting (two governments and two privates). **12** English teachers and **1085** students are there in the study area, as of October 2015. Among this total population the proportional number of sample of teachers was selected by the procedure of **availability sampling technique** while students were selected by **simple random sampling technique**. Accordingly, there were **12** (100%) teachers, **217**(20%) students selected from the two high schools.

Generally, a combination of simple random sampling and availability sampling techniques were used to select samples. This is to ensure that target groups within a population are equally and adequately represented in the sample, and to improve efficiency by gaining greater control on the composition of the sample.

Table 1 Summary of Sample Size

No	Name of schools	Total population			Sample		Responses	
		Students		Teachers	Students (20%)	Teachers (100%)	Student	Teacher
		Grade						
		9	10					
1	Meki Catholic School	195	187	5	100	5	100	5
2	Bole Secondary School	355	348	7	117	7	117	7
Total		550	535	12	217	12	217	12
Total G9 and G10		1085						

3.4. Instruments of Data Collection

In order to gather ample information from the informants, different methods of data collection were used to collect both quantitative and qualitative data from different data sources. For the purpose of this study, the instruments used as data collection tools were questionnaire, interview, textbook evaluation and classroom observation.

3.4.1. Questionnaires

A five-point likert scale questionnaire with response rate ranging from “strongly agree” to “strongly disagree” was used with the intention of obtaining objective responses through ensuring relatively better flexibility. The responses were scored as follows: strongly disagree =5, disagree=4, uncertain=3, agree=2 and strongly agree=1. After preparing the questionnaire, a pilot study was undertaken. In this regard, the questionnaire was administered to a sample consisting of students and teachers from both high schools. The appropriateness of the items on the questionnaire, i.e. whether they solicit the intended data and the intelligibility of the wording, was judged based on the responses of the respondents and then improvement were made

accordingly. Finally, the questionnaire was administered to 12 English teachers and 217 students that were selected from high schools.

3.4.2. Interview

To triangulate the data obtained through questionnaire, semi-structured interview were conducted as tool of data collection with both schools English language teachers. Before the interview, verbal consent was obtained from each of them. The questionnaire and interview questions were designed in a way in which they complement each other .In other words, the content of the interview followed that of the questionnaire, and thus was crosschecked with the questionnaire responses. In general, the contents and focuses of the questionnaire and semi-structure interview were on attitudes and interest of students and actual practices of promoting extensive reading

3.4.3. Classroom and Library Observation and Materials Evaluation

In addition to the above data collection instruments, the researcher conducted classroom observation. For this a five-point likert scale observation with response rate ranging from “Always” to “Never” was used with intention of obtaining objective responses through ensuring relatively better flexibility. The responses were scored as follows: Never = 5, Rarely = 4, Sometimes= 3, Very Often= 2 and Always= 1. In this method, the information is collected by the investigators direct observation. The main advantage of this method, according to Kothari (2006: 96) is that in it subjective bias is eliminated. This method is independent of respondents’ willingness to respond because it does not demand any active co-operation from the respondents. Moreover, it enables the researchers to obtain what is currently happening. In addition to this, it is an appropriate method to observe how often teachers implement or use extra reading materials for classroom discussion. In addition to this, materials evaluations were conducted according to Genesee (2001) there are several reasons for the evaluation of textbooks. Among this reasons content based analysis is one. Therefore, the researcher used those two methods to triangulate the data obtained through questionnaire, and semi- structured interview.

3.5. Procedure for Data Collection

Permission was obtained from each of the principals of the schools from where the participants were selected. On an agreed date, the researchers, with the support of research assistant, went to each of the schools for two days and administered the questionnaires. Since the average time of completion of the questionnaires is about 60 minutes, the questionnaires were responded to and collected back the same day. Almost all the questionnaires were filled returned and used for data analysis. In addition, the interview sessions were conducted by the researcher and assistant on face to face mode.

3.6. Data Analysis

The purpose of data analysis was to extract the information pertinent to the research questions (Burns & Grove, 2009), namely the place of extensive reading in Ethiopia high school English curriculum. For the purpose of quantitative data analysis, the assistance of a statistician was used. In order to answer the research questions, qualitative and quantitative analysis methods were used. Quantitative data was analyzed by descriptive statistics using Statistical Package for Social Science (SPSS) version 20 software. Frequency tables were used to summarize the respondents profile in the form of percentages. Qualitative data which was collected with the help semi-structure interview were analyzed thematically.

3.7. Ethical Considerations

The researcher addressed ethical considerations of confidentiality and privacy. A guarantee was given to the respondents that their names should not be revealed in the questionnaire and research report. Moreover, the researcher informed the participants about the purpose, procedures and confirmed that the researcher for the educational research purpose to fulfill his Master's thesis in TEFL. Lastly, the respondents received a verbal description of the study, and consent of respondents was obtained before the survey.

CHAPTER FOUR

4. Presentation and Analysis of the Data

This chapter presents the results of the study. As stated in chapter one, the purpose of this study was to sensitize teachers to the issue and encourage them to give emphasis on extensive reading. To this end, data required for this study were collected using questionnaire, interview, textbooks evaluation and classroom observation.

The questionnaires were distributed to 217 students and 12 teachers who were selected from both high schools. The analysis and interpretation made in this chapter were based on the response of the participants. In addition to this, the results of interview administered with both school English teachers and textbook analysis also presented in this chapter.

4.1. Demographic Characteristics of the Participants

Table 2: - Summary of students' profile

		Students (N =217)	
Item	Variables	Frequency	Percent (%)
Sex	Female	81	36.80.%
	Male	136	63.20%
Age group	Between 15- 17	164	75.99%
	Above 18	53	24.11%

Table two reveals the summary of students data related to sex and age. In the students' sample, 36.8% are female and 63.2% are male. From the participants, the majority (75.9%) is in the age group between 15-17 years old whereas 24.1% of the participants are above 18 years old. The data related to sex shows that the participation of female students in both schools is low as compared to male students.

Table 3: - Summary of teachers' profile

Item	Variables	Teachers (N= 12)	
		Frequency	Percent %
Sex	Female	1	8.33%
	Male	11	91.66%
Age group	Under 26 years	0	
	Between 27-35	6	50%
	Between 36-45	5	41.66%
	Between 46-55	1	8.33%
Educational Backgrounds	Diploma	0	
	BA/B.ed	11	91.66%
	MA/MSc/M.ed	1	8.33%
Work Experience	1-3	0	
	4-6	3	25%
	7-9	6	50%
	Above 10	3	25%

Table three reveals the summary of the teacher's data related to sex, age, educational background, and work experience respectively. As can be seen from this table, 91.66% of teachers are male and 8.33% are female. From the teacher's sample, the majority's age group was between 27 to 35 years whereas, 41.66% of teachers are between 36 to 45 years. In addition to this, 8.33% of teachers are between 45 to 55 years old. The data related to sex shows that only one female teacher is involved from both schools.

Regarding their educational background, 91.66% the teachers are first degree holders while 8.33% have completed their Master's degree. The majority of the teacher, (50%) has 7 to 9 years of teaching experience while, three (25%) of them have 4 to 6 years of experience. The remaining three (25%) teachers have more than 10 years teaching experience. In general, table two reveals as the majority of teachers have good educational background and work experience.

4.2. Teachers and Students Attitude towards Extensive Reading

The descriptive statistics was used as a way to examine students' and teachers' attitude, interest and commitment towards extensive reading. Table 4.3 below contains descriptive data (mean and standard deviations) of the students' attitude towards extensive reading.

4.2.1. Students' Attitude and Interest towards Extensive Reading

Table 4: - Attitude of Students towards Extensive Reading

	Questions	N	Mean	Std. Deviation
1	I can understand when I read novels with wide content	217	3.62	1.290
2	I can say I like to read.	217	3.89	1.153
3	I can say I am a good reader.	217	3.92	1.087
4	I know that I can write a summary and paraphrase the book that I read.	217	3.90	1.151
5	I know what strategies to use when I read essay, short stories and novels.	217	3.91	1.115
6	If reading gets difficult for me, I am successful at fixing it up	217	3.92	1.058
7	When I compare myself to other students in my class, I am a better reader.	217	4.00	1.077
8	I do well in reading and related assignments	217	4.08	1.110
9	I am successful in asking myself questions about the text when I read.	217	4.00	1.140
10	I get nervous when I read and do reading assignments with long and difficult texts.	217	1.47	.747
Valid N (list wise)		217	36.70	10.930
Total mean for attitude			3.67	1.00

Ten questions comprise to measure the students' attitude on extensive reading. The Mean scores of these questions are described here. Item one shows the measure of students' attitude of their

ability to understand when they read novels with wide content. Accordingly, the mean value for this variable is 3.62 and with each score deviating from the mean value by 1.290. The mean value 3.62 falls between uncertain and disagrees according to likert scale used. Therefore, the figure, 3.62 shows that the students tend to disagree that they can understand when they read novels with wide content.

In addition to this, question number two shows the measure of the students' attitude on their interest to read. According to the data, the mean value for this variable is 3.89 and each score deviates from the mean value by 1.153. The mean value in this question is 3.89 which according to likert scale is nearly close to disagree. This shows that the students do not like to read.

Moreover, According to item three, the mean value of measure of students' attitude about their ability to read is 3.93 and each score deviates from mean value by 1.29. The mean values 3.92 fall between uncertain and disagree according to the likert scale. But the figure 3.92 is very close to disagree which shows that the students attitude is not good to read extensive reading materials.

Furthermore, question number four reveals that the mean value of the students' attitude on their ability to write a summary and paraphrase a book they have read is 3.90 and each score deviates from the mean by 1.151. The mean value 3.93 for this variable falls very close to disagree. This implies that the students' attitude that they cannot write a summary and cannot paraphrase the book they read.

In addition to this, item five shows the measure of the students' attitude on knowledge of strategies they use when they read essay, short stories and novels. Accordingly the mean value for this variable is 3.91 and each score deviate from this value by 1.115. The mean value for this variable is 3.91 according to the scale is very close to disagree. This implies that the students do not know the strategies to use when they read essays, short stories and novels.

Besides, item six indicates the measure of students' attitude on their success at fixing when they face a difficult reading text. According to the figure, the mean value of this variable is 3.92 and each score deviates from the mean value by 1.058. Therefore the mean value 3.92 of this variable measured on likert scale falls very close to disagree which implies that if reading gets difficult, the students are not successful at fixing it up.

Moreover, in table four item seven depicts the measure of students attitude on comparing themselves to others students on their ability to read. According to the data the mean value for this variable is 4.00 and each score deviates from the mean value by 1.077. The figure 4.00 shows the mean value of the variable which according to the scale is disagree. This shows that the students do not believe they are good readers when they compare themselves to other students in their class.

In addition to this, According to item eight, the mean value measure of the students' attitude on how well they do in reading and related assignment is 4.08 and each score in this measure deviates from the mean by 1.110. The mean value 4.08 shows disagree according to likert scale. This indicates that the students do not do well in reading and related assignment.

Furthermore, in the table four item nine, the measure of students attitude of success in asking themselves questions about the text when they read is presented. Accordingly, the mean value for this variable is 4.00 and each score deviates from the mean value by 1.140. Therefore, the mean value of the stated variable is 4.00 showing disagreement. This means that the students are not successful at asking themselves questions about the text when they read.

What's more, in question number ten, the measure of students' attitude on whether they become nervous during reading and doing reading assignments with a difficult text is presented. The figure shows that the mean value for this variable is 1.47 and each score deviate from the mean value by 0.747. The mean value of variable in this table is 1.47 which according to the scale falls between agree and strongly agree. But, the figure 1.47 is close to agree than strongly agree. For that reason, this shows that students get nervous when they read and do reading assignments with long and difficult texts.

Moreover, the total means value for students attitude is 3.67 and with each score deviating from the mean value by 1.00. This mean value falls between uncertain and disagree which is closer to disagree on the given rating on five point likert scale. Therefore, this indicates that the students' attitude towards extensive reading is not encouraging.

Plenty of literatures have revealed having positive attitude towards extensive reading will enable the students become efficient readers and develop intellectually and become functionally literate (Unoh, 2003; Petscher, 2010; Seitz, 2010). However, the mean value of this study revealed that

the majority of students sampled had negative attitude towards extensive reading. The reason to have a negative attitude towards extensive reading could be due to lack of awareness of the values of extensive reading. This finding is similar with the findings of the studies on the extensive reading by scholars like Emenyonu (2006), Omojuwa (2008), and Lawal (2008) which revealed that most students at different levels of education in Nigeria, particularly the secondary schools, have a negative attitude towards extensive reading because of lack of awareness of the values of extensive reading.

To sum up, as we have seen in the above discussion, the majority of students do not understand the benefits of extensive reading and they also lack the awareness of the values of extensive reading. As a result, they do not have good attitude towards extensive reading materials.

Table 5: - Students Interest for Extensive Reading

Item	Questions	Mean	Std. Deviation
1	I am interested in reading Essays, short stories and Novels	4.96	1.093
2	I don't have time to read	2.03	.905
3	I enjoy by reading essay, Short stories and Novels	4.98	1.015
4	I frequently read extensive reading materials, written in English language ,in my free time	4.88	1.017
5	Nobody helps me choose suitable extensive reading materials	1.99	.836
6	I am able to Understand Extensive Reading Materials written in English Language.	4.78	1.015
7	I get nervous when I read and do reading assignments with long and difficult texts.	1.97	.747
8	I believe I can learn something when I read Essays, Short stories and Novels	4.92	1.845
9	My teachers are encourage me to read extra reading materials written in English Language	4.79	.930
10	I believe Extensive Reading Materials are very important to improve my language competency.	3.69	1.221
Valid N (list wise)		29.55	8.804
Total mean		3.899	0.978

Various questions constitute to measure the students' interest on extensive reading. The Mean scores of these questions are described here. Therefore, item one presents the measure of student's interest on reading essays, short stories and novels. According to the data, the mean value for this question is 4.96 and each score deviates from the mean value by 1.093. Therefore, the mean value of the stated question is 4.96 showing strong disagreement. This implies that the students are not interested in reading essays, short stories and novels written in English language. In the item Two, the data on student's interest in giving time to read extra reading materials presented. According to the figure, the mean value for this question is 2.03 and each score deviate from the mean value by 0.905. The mean value of the item two in this table is 2.03 which according to the scale falls between agree and uncertain. But the figure 2.03 is very close to agree than to uncertain. This shows that students do not give time to read essays, short stories and novels written in English language.

In addition to this, item three shows the students level of enjoyment by reading essays, short stories and novels. According to the data, the mean value for this question is 4.98 and each score deviates from the mean by 1.015. The figure 4.98 shows the mean value of the question which according to the scale falls between disagree and strongly disagree. But it is very close to strongly disagree. This implies that the students are not enjoying by reading essays, short stories and novels written in English language.

Moreover, in the item four, the mean value and standard deviation of measure of student's interest on frequent reading of materials written in English language are 4.88 and 1.017 respectively. The mean value of the stated question is 4.88 showing strong disagreement according to likert scale. This implies that the student do not frequently read extra reading materials written in English language.

Furthermore, item five shows whether the students get help or not in selecting appropriate extensive reading materials with their level of understanding. According to the data, the mean value of this question is 1.99 and each score deviates from the mean by 0.836. Therefore, the figures 1.99 falls between agree and strongly agree. But it is very close to agree. This implies that nobody help students to choose suitable extra reading materials.

In addition to this, item six displays how much the students are able to understand and comprehend extensive reading materials. Accordingly, the mean value for this variable is 4.78 and each score deviate from the mean by 1.015. As a result, the mean values 4.78 falls nearly close to disagree. This implies that the students fell like they are unable to understand Extensive Reading materials written in English language. Therefore, they are not interested to read extensive reading materials written in English language.

In question item seven, the measure of student's beliefs on whether they become nervous during reading and doing reading assignments with a difficult text is presented. The figure shows that the mean value for this variable is 1.97 and each score deviate from the mean value by 0.747. As a result, the figure 1.97 which according to the scale falls between agree and strongly agree. But, the figure 1.97 is close to agree than strongly agree. This shows that students get nervous when they read and do reading assignments with long and difficult texts.

Besides, for question item eight, the data on student's interest in their learning something when they read essays, short stories and novels is presented. According to the figure, the mean value for this variable is 4.92 and each score deviate from the mean value by 1.845. Therefore, the mean value 4.92 which according to the scale falls between strongly disagree and disagree. But the figure 4.92 is very close to strongly disagree than to disagree. This shows that students do not belief on learning something when they read essays, short stories and novels written in English language.

Item nine shows, whether the student's encourage or not by their teachers to read extra reading materials written in English language. According to the statistics, the mean value for this variable is 4.79 and each score deviates from mean value by 0.930. The figure 4.79 shows disagree according to the scale used. Because, according to the likert scale the mean value falls between disagree and strongly disagree. Therefore, teachers do not encourage their students to read extra reading materials written in English language.

The variable presented in item ten is a measure of student's belief on the importance of extensive reading materials to improve their language competency. Accordingly, the mean value for this variable is 3.69 and each score deviates from the mean by 1.221. The mean value for the stated variable is 3.69 which according to the likert scale falls between disagree and uncertain. But the

figure 3.69 is close to disagree. This implies that student's belief that extensive reading is not important to improve their language competency.

To sum up, the total Mean and standard deviation for student's interest towards Extensive Reading is 3.899 and 0.978 respectively. These mean values fall between uncertain and disagree on the likert scale which it is very close to disagree. Therefore, the figure reveals that students do not seem to be interested to read extra reading materials written in English language. In other words, they do not have interest to read extra reading materials. According to the open ended question of students' response, the reasons for lack of interest include among others vocabulary difficulties, comprehension problem, shortage of time, and less focus given to it by teachers as compared to other skills such as: - 'speaking', 'listening', and 'writing. Therefore, the students perceive that, reading extra reading materials do not play crucial role to prepare them for exam and it is very difficult to understand because it is made ready for the native speaker. As a result, they are disinterested to read extensive reading materials. These findings are similar to the findings by Grabe, W. et al (2000) who reported that the basic reason for lack of students' interest towards extensive reading is" classroom teachers probably do not update their professional knowledge and are not aware of extensive reading and its advantages. And even if they knew, they would probably not take any steps because they know preparing students well for exams is their first duty."

4.3. Teachers' Attitude and Interest towards Extensive reading

4.3.1. Teachers' Attitude towards Extensive Reading

The mean and standard deviations of teachers' responses on their attitude towards extensive reading are presented in the following table.

Table 6: - Mean and Standard Deviation of Attitude for Teachers' Responses

Item	Questions	Mean	Std. Deviation
1	I believe I can teach something when I teach ER exercise	2.17	1.403
2	I believe in sharing the knowledge that I have related to ER tasks to my students.	3.45	1.288

3	I believe I can improve my students reading habit or culture by encouraging them to read extensive reading materials	4.40	1.128
4	I believe I can teach something when I initiate my students to read Extensive materials written in English Language	3.92	1.311
5	I believe I can create a positive attitude in my students about extra reading materials.	3.83	1.267
Valid N (list wise)		17.17	6.398
Total mean		3.554	1.270

Table six shows the measure of teacher's attitude towards Extensive Reading. The Mean scores of these questions are described here. Therefore, item one shows the measure of teachers attitude on their ability teach something while delivering an extensive reading exercise. The data indicates that the mean value for this variable is 2.17 and each score deviates from this variable by 1.403. The mean value of the stated variable is 2.17 which according to the scale is close to agree. This implies that teachers can teach something when they teach extensive reading.

In addition to this, the measure of teacher's attitude on sharing students the knowledge that he or she has as it relates to extensive reading tasks. Accordingly, the mean value for this variable is 3.45 and each score deviates from this value by 1.288. The mean value of the stated variable in this table is 3.45 showing nearly uncertain. This implies that teachers are not sure whether they share the knowledge they have related to extensive reading tasks or not to their students.

Moreover, question item three presents the measure of teacher's attitude on their effort to encourage students to improve their extensive reading through enhancing their reading habit. Accordingly, the mean value for this variable is 4.40 and each score deviates from this variable by 1.128. The mean value of the variable is 4.40 shows disagreement according to the scale. This implies that teachers do not have positive attitude to encourage their students to improve their language competency through enhancing their reading habit.

Furthermore, in question item Four the measure of teacher's attitude on initiating students to read extra reading materials written in English language is presented. Accordingly, the mean value for

this variable is 2.92 and each score deviate from the mean by 1.311. The mean value of the stated variable is 2.92 which according to likert scale falls between uncertain and agree. But the figure 2.92 is very close to uncertain. This shows that teachers are not sure whether they teach something or not when they initiate their students to read extensive reading materials.

In addition to this, question item five shows the measure of teacher's beliefs on creating a positive attitude in students about extra reading materials written in English language. Accordingly, the mean value for this variable is 3.83 and each score deviate from the mean by 1.267. The mean value of the stated variable is 3.83 and it is very close to disagree. This implies that teachers do not create a positive attitude in their students about extensive reading materials.

Therefore, as indicated in the above table, the total mean value for teachers' attitude towards extensive reading is between 3.554 and 4.00 and with each score deviating from the mean by 1.27. According to the likert scale, the figures fall between uncertain and disagree and it is nearly close to disagree. Moreover, a considerable amount of research explored that teachers should have positive attitude towards extra reading materials, because they are a role model for their students. Petscher, Y. (2010). Beside from this, the mean value of this study shows that teachers do not have positive attitude towards extensive reading.

Moreover, in the open ended question teachers' responded different reason for having negative attitude towards extensive reading. They claim that some of them are not aware of the benefits of extra reading and they are forced to focus on intensive reading rather than extensive reading to prepare students for exam and to cover the syllabus by the school administrator. Furthermore, there is scarcity of materials in the library corresponding with the level of students understanding. Therefore they lack motivation to use extensive reading materials for classroom discussion. This finding supports the findings of the study conducted by Jacobs and Gallo (2008) who asserted teachers are often under great pressure from administration, community members and others to finish the syllabus.

Therefore, one can reasonably conclude from the above result that teachers do not seem to give focus and emphasis for extensive reading materials written in English language. In other words, there were no conducive environments to use extensive reading materials for their students. As a

result, teachers do not have positive attitude to use extensive reading materials for classroom discussion.

Table 7: -Teachers' Interest Teaching Extensive Reading Materials

Item	Questions	Mean	Std. Deviation
1	I enjoy when I teach ER related tasks	4.00	1.128
2	I usually do not give ER related activities to my students.	1.17	1.267
3	I often encourages my students to read extensive materials	4.00	1.128
4	I often have a hard time to explain deeply about ER materials.	2.00	1.279
5	I feel nervous when I discusses with my students about ER materials	2.58	1.505
6	I easily get discouraged when my students fail to understand and accomplish ER related exercise.	1.92	.996
7	I am interested in teaching and explaining ER subtopics	3.75	1.357
Valid N (list wise)		17.42	7.533
Total mean		3.9	1.120

The above table constitutes seven questions to measure teachers' interest in teaching Extensive Reading related tasks. The Mean scores of these questions also described here. Hence, item one shows teachers enjoyment when they teach extensive reading related tasks. The data reveals that the mean value for this variable is 4.00 and each score deviate from the mean by 1.128. The mean value of the stated variable is 4.00. According to the scale it shows disagree. This implies that teachers do not enjoy when they teach extensive reading related tasks

In addition to this, question number two shows that whether teachers usually give extra reading related activities to students or not are presents. According to the data the mean value for this variable is 1.17 and each score deviate from the mean by 1.267. The mean value of the stated variable 1.17 according to the scale is very close to strongly agree. Therefore, teachers do not usually give extensive related activities to their students.

Moreover, question item Four shows the level of teacher's effort to explain deeply about extensive reading materials. According to the data the mean value for this variable is 2.00 and each score deviates from the mean by 1.279. The mean value of the stated variable is 2.00 which according to the scale it shows agree. Therefore, teachers get difficulties to explain deeply about extensive reading materials.

Furthermore, item five shows the teachers reaction when they discuss with students about extra reading materials. Accordingly, the mean value for this variable is 2.58 and each score deviates from the mean by 1.505. The mean value of this variable is 2.58 which according to likert scale falls between uncertain and agrees. But it is closes to uncertain. Therefore, teachers are not sure whether they fell nervous or not because they do not have experience discussing on Extensive Reading with their students.

Moreover, question number six contains the measure of teachers' level of motivation when students fail to understand and accomplish extensive reading related exercise. According to the data, the mean value for this variable is 1.92 and each score deviate from the mean by 0.996. The mean value of the stated variable is 1.92 which according to the likert scale is very close to agree. This implies teachers easily get discourage when the student fail to understand.

What is more, item seven indicates teachers' interest on teaching and explaining extensive reading sub-topics. The data shows that the mean value for this variable is 3.75 and each score deviates from the mean by 1.357. The mean values of the stated variable, 3.75, which according to likert scale it falls between uncertain and disagree. But it is nearly close to disagree. This implies teachers are not interested in teaching and explaining about extensive reading sub-topics.

Consequently, table seven shows, that the total mean value for this variable is 3.9 with each score deviating from the mean value by 1.12. According to the rating scale, the total mean value (3.9) is nearly close to disagree. Therefore, teachers do not seem to have interest to use extra reading materials in their classroom to maximize their students reading habit. In addition to this, the responses of teachers open ended question reveals that they lack interest to use extensive reading materials for classroom discussion because of several factors which include shortage of time, lack of interest or motivation from students, difficulties in comprehending the extensive reading materials written in English language, focus of the syllabus, teachers perception about

the importance of extensive reading materials to prepare their students for regional and national examination. As one teacher commented, " *I think the extensive reading activities provide students with the opportunity to develop reading habit, but the focus of the syllabus is almost for intensive reading rather than extensive reading. In addition to this we are expected to prepare our students for exam. So, I have no interest to motivate and force the students to read extensive materials*" Another teacher reported that " *I have a question about the importance of extensive reading for the students to prepare for regional and national examination. Therefore, for me it is better to focus on the textbook.*" Therefore, as we have seen in the above discussion, majority of teachers do not have interest to use extensive reading materials for classroom discussion.

Table 8: - Teachers' Commitment towards Teaching Extensive Reading

Item	Questions	Mean	Std. Deviation
1	I am Highly committed to Encourage my students to read Extensive Reading materials written in English Language	4.33	.985
2	I frequently motivate my students to read short stories, novels . . . their free time.	3.83	1.030
3	I am committed enough to narrate the theme of different short stories, novels . . . to my students to initiating them to read extra materials.	4.08	1.379
4	I have good will to create deep understanding on my students about the significance of ER skill in communication	3.83	1.267
5	I am dedicated to give assignment related to ER and evaluate how much they are interested on that.	3.75	.965
6	I am courageous to teach extensive related subtopics in my English session.	3.75	1.138
Valid N (list wise)		23.58	6.764
Total mean		3.93	1.120

Table Eight presents the measure of teachers' commitment to encourage students to read extensive reading materials written in English language. The Mean scores of these questions also described here. Accordingly, the mean value for item one is 4.33 and each score deviates from the mean by 0.985.

According to the likert scale the mean value of the variable is 4.33 it falls between strongly disagree and disagree. But it is near to disagree than strongly disagree. Therefore, this implies that teachers are not committed to encourage their students to read extra reading materials written in English language.

Moreover, in the item two the data obtained from the measure of teachers' commitment on frequently motivating students to read essays, short stories and novels during their spare time is presented. Accordingly, the mean value for this variable is 3.83 and each score deviates from the mean by 1.030. The mean value of the stated variable is 3.83 which falls between uncertain and disagree. But it is very close to disagree. This shows that, teachers do not frequently motivate their students to read extra reading materials.

In addition to this, question number three shows the measure of teachers' commitment to narrate the theme of essays, short stories and novels to students is presented. The figure shows that the mean value for this variable is 4.08 and each score deviate from the mean by 1.379. The mean value of the variable is 4.08 which according to the likert scale means disagreement. This implies that teachers are not committed enough to narrate the theme of essays short stories and novels to their students to initiating them to read extra reading materials.

Furthermore, item five presents the measure of teachers' goodwill to create deep understanding on the significance of extensive reading skill in communication. The data shows that the mean value for this variable is 3.83 and each score deviates from the mean by 1.267. Therefore, the mean value of the stated variable is 3.83 which according to the scale is very close to disagree. This implies that teachers do not have goodwill to create deep understanding on their students about the significance of extensive reading materials.

In addition, According to question number six teachers commitment to give assignment related to extensive reading and evaluate how much they are interested on that is presented. The figure shows that the mean value for this variable is 3.75 and each score deviate from the mean by 0.965. The mean value of the stated variable is 3.75. According to likert scale it is very close to disagreement. Therefore, teachers do not have courage to give assignment related to extensive reading.

Moreover, item seven shows the measure of teachers' courage to teach extensive reading related topics in their English class. Accordingly, the mean value for this variable is 3.75 and each score deviates from the mean by 1.138. The mean value of the stated variable is 3.75. According to the scale, it is very close to disagree. Therefore teachers do not have courage to teach extensive reading sub-topics in English class.

According to table eight the total Mean value depicts the teachers' commitment to encourage their students towards extensive reading. Therefore, the mean value for this variable is 3.93 and each score deviates from the mean value by 1.12. According to the likert scale, the mean values 3.93 falls between uncertain and disagree. But, it is nearly close to disagree. Therefore, this implies that, teachers are not committed enough and do not seem to encourage their students to read extra reading materials.

Several researches widely discussed the issue of teachers' commitment towards teaching extensive reading. For example, Bamford (2010) reveals that teachers should be committed to introduce extensive reading to any kind of EFL class whatever the content, intensity, age of students or their language level will be. The only condition is that students already have a basic knowledge of extensive reading. The result of this study reveals that teachers are not committed enough to use or implement extensive materials in their classroom discussion. According to teachers' response, there have been many reasons why they do not have a commitment to implement extensive reading in classroom discussion. First, almost all teachers believe that only intensive reading can produce a fluent reader. The next reason is that extensive reading requires a lot of time and effort because it needs fluency. Lastly, the objective of the curriculum designer is not the fluent reading but the development of linguistic skills. So, teachers are not ready to think about extensive reading. This findings support the results of the study conducted by Lee and Kim (2007). These scholars pointed out that the role of extensive reading in a classroom is minor, because the main focus of the second language textbooks is in the development of linguistic skills rather than fluent reading. Similar to this, Grabe(2010) states that teachers are not ready to think over extensive reading or they do not have enough linguistic and reading skills to respond promptly when students need help while they read. For these reason, teachers are not committed enough to courage their students to read extra reading materials.

In addition to this, the interview questions which incorporated structured and semi-structured questions were administered to English language teachers who have been teaching in two schools (Meki Catholic and Bole secondary school)

One of the interview question sought information about the thought of teachers towards extensive reading (essays, short stories and novels) activity. According to the interviews (Teacher A), said that, *“I think extensive reading is really helpful to know different phenomena happen in the world.”* In addition to this, (Teacher B) also said that, *“I think reading extensive materials is very important to make pleasure to develop language competency.”* The other (Teacher C) believe that, *“in my opinion engaging in extensive reading is just wasting of time because there are no materials written on the context of Ethiopia. So, it is not that match important in our case.”* In addition to this, (Teacher D) also said *“In my opinion reading extensive reading materials written in English language is just giving a chance for the invention of culture. So, I don’t need to read extensive reading materials which is talk about the others culture.”* Therefore, one can reasonably conclude almost all teachers claim that engaging in extensive reading activity is very important to understand the different events of the world, to enjoy, to learn different expressions, and to develop language competence. Even though it is true, majority of teachers’ lacks interest in engaging extensive reading related activities. The major reason that the teachers mentions include: lack the required training and knowledge related with extensive reading and the unsatisfactory outcome because of this, it is very difficult to evaluate and measure the changes of oneself. Therefore, teachers prioritize their other duties instead of extensive reading activities. This finding is exactly in line with what Tsang (2004: 18): teachers’ thinking and beliefs shape “the way they understand teaching and priorities they give to different dimensions of teaching”.

In addition to this, the other interview question was meant to check if teachers agree or not in including extensive reading in the Ethiopian regular English curriculum. For this, (Teacher F, K, L) responded that, *including extensive reading in Ethiopian regular English curriculum play a crucial role to improve students’ and even teachers knowledge of foreign language, to develop good reading habits, and to encourage a feeling of pleasure and enjoyment for reading.*

In addition to this, (Teacher D, E, G, & H) said that, *“including extensive reading in Ethiopian curriculum is just forcing the students to now about the others culture rather than their own”*

Therefore, majority of teachers agree in including extensive reading in regular English curriculum whereas some teachers do not agree because they believe that it is not comfortable for classroom discussion. In other words, it is not appropriate for teaching and learning process. Moreover, they believe that there are no enough extensive reading materials written in Ethiopian authors in English language. Therefore, including extensive reading materials in Ethiopian curriculum is just promoting and forcing the students to adapt with foreign cultures. As a result, they do not agree in including extensive reading materials written in English language in Ethiopian curriculum.

Therefore it is reasonable to conclude that including extensive reading in Ethiopian curriculum is very important to improve students and teachers knowledge of foreign language, to develop good reading habit and to encourage them for reading.

Moreover, the interview question sought information about the challenges or difficulties to implement or use extra reading materials in class. All English teachers teach in the two schools answered that *it is very difficult for them to implement or use extensive reading materials (essays, short stories and novels) in class*. This is true because of several factors which include shortage of time, lack of interest or motivation from students, difficulties in comprehending the extensive reading materials written in English language. Therefore, according to teachers' responses it is reasonable to conclude that, it is very difficult and challenging to implement or use extensive reading materials for classroom discussion.

In addition to this, the other interview question deals with how teachers are committed or willing to encourage their students to read extra reading materials written in English language. Accordingly, some teachers' claim that they are willing and committed to use extra reading materials written in English language in their class whereas majority of the teachers responded that they lack courage to implement extra reading materials.

Moreover, the other interview question deals with the benefits of extensive reading. Almost all English teachers believe that the extensive reading help the students to improve their reading skills including reading for general information, gaining more knowledge of reading methods, learning to read, and applying what they had learned in practices. Previous researches also depict the benefits of extensive reading. For example, Waring (2006) declared that extensive reading

has many benefits. According to the same scholar, extensive reading develops learner autonomy, offers comprehensible input, enhances general language competence and creates and sustains motivation to read more.

4.4. Classroom, Library Observation and Materials Evaluation

The materials evaluation, library and classroom observation were administered by the researcher to triangulate teachers' and students' response in the interview and questionnaire section. According to Genesee (2001), there are several reasons for the evaluation of textbooks. Among this reasons content base analysis is one. Therefore, the researcher checked or evaluated the target students textbooks to check whether it contain enough recommendation of extensive reading or not. As a result, the researcher found out that the targeted class textbooks and syllabus do not have enough recommendation of extra reading materials.

4.4.1. Classroom Observation and Materials Evaluation

The Mean and Standard Deviation of classroom observation and materials evaluation are presented in the following table.

Table nine: - the mean value of classroom observation

Item	Questions	No of observed class	Mean	Std. Deviation
1	Does the teacher allow the students to read in the class?	10	3.02	1.23
2	Does the teacher guide the students how to read Extensive reading materials?	10	4.60	0.84
3	Does the teacher arrange the class in group or pairs in order to discuss about their free time reading with English medium?	10	3.04	0.97
4	Does the teacher ask the students to read additional materials (Novels, Magazines etc written in English language) at home also?	10	4.60	0.97
5	Does the teacher encourage the students	10	3.10	0.99

	to guess the meaning of unfamiliar words by using contextual clues?			
6	Does the teacher ask the students comprehension check questions after each reading?	10	2.02	1.07
7	Does the teacher ask the students various questions related to Magazines, Stories etc in order to motivate their students to read Extensive Reading?	10	4.80	0.42
8	Does the teacher teach the students how to distinguish between facts and opinion from the text?	10	4.00	0.12
9	Does the teacher teach the students how to read large amount of texts in a given period i.e. Extensively?	10	4.59	1.56
10	Does the teacher tech the students how to summarize the text?	10	4.90	1.40
Valid N (list wise)			38.67	9.57
total Mean			3.867	0.957

Ten questions constitute to check or observe the classroom whether the teachers use or recommend Extensive Reading materials or not. The mean scores of these questions are also described here for that reason; item one presents the measure of teachers allow for the students to read in class loudly. According to the likert scale the mean value of the variable is 3.02 it is falls between sometimes and rarely. But it nearly closes to sometimes. Therefore, this implies that English language teachers sometimes allowing the students to read in class loudly.

Moreover, question number two shows whether the English language teachers guide their students how to read Extensive Reading materials or not. The mean score of this question is 4.60 and each score deviates from the mean by 0.84. According to the Likert scale the mean value of the variable is 4.60 is falls between rarely and never. Even so, it is close to never. As a result this shows that, teachers never guide the students how to read Extensive Reading materials.

Furthermore, item three presents whether the teachers arrange the class in group or pairs in order to discuss about the students free time reading or not. The data shows that the mean value for this variable is 3.06 and each score deviates from the mean by 0.97. Therefore, the mean value of the stated variable is very close to sometimes. Hence this implies that teachers sometimes arrange the class to discuss about the students free time read.

Moreover, in table nine item four presents whether the teacher ask the students to read additional materials (Extensive Reading materials) or not. The mean score of this variable is 4.60 and each score deviates from the mean by 0.97. According to the scale the mean value of the variable is falls between rarely and never. However, it is close to never. Therefore teachers never ask the students' to read extensive materials.

What is more, in the item five reveals whether the teacher encourage the students to guesst the meaning of unfamiliar words based on the context of the text or not. The mean score of the variable is 3.10 and each score deviates from the mean by 0.99. According to the scale the mean value of the variable falls between sometimes and rarely. Although it is nearly close to sometimes. As a result, this implies that sometimes teacher encourage the students to guess to meaning of unfamiliar words based on the context.

Moreover, item six shows whether the teacher asks the students comprehension questions to check their understanding or not. The data shows that the mean value for this variable is 2.02. It is falls between sometimes and very often. But it is nearly close to very often. Therefore, this implies that teachers very often check the students understanding by asking comprehension question.

Furthermore, in the above table question number seven presents whether the teacher asks the students various question related to extensive reading or not. The mean value of this variable is 4.80 and each score deviates by 0.42. Therefore, the mean score falls between rarely and never. But it is very close to never. As a result, teachers never ask the students any questions related o extensive reading.

In addition to this, item eight presents whether the teachers teach the students how to distinguish facts and opinions from the text. The data shows that the mean value for this variable is 4.00.

According to the Likert scale the mean reveals rarely. Therefore, teachers rarely teach the methods how to distinguish facts and opinions from the text.

Moreover, question number nine shows whether the teacher teach the students how to read extensive reading materials or not. The mean score of this question is 4.59 and each score deviates from the mean by 1.56. According to the scale the mean value of this variable is falls between never and rarely. But, it is close to never. Therefore never teach the students how to read extensive reading materials.

In addition to this, item ten shows whether the teachers teach the students the way of summarizations of the texts. The mean value of the variable is 4.90. According to the scale the mean value falls between never and rarely. But it is very close to never. As a result, English language teacher never show the ways or the methods of summarizing the texts.

Therefore one can reasonably conclude from the above result the researcher observed the two schools English class ten times i.e. five English class were observed from Bole secondary school and the other five from Meki Catholic school to triangulate the teachers' responses to questionnaire and interview on the use of extensive reading materials for classroom discussion. According to the researcher's classroom observation, the majority of teachers do not encourage their students to read extra reading materials, and they do not try to use extensive reading materials for classroom discussion. Only few of them stated that they try to motivate their students to read extra reading materials by telling them the central ideas of short stories and novels from their previous reading experience.

In addition to this, after the classroom observation, the researcher observed the two schools libraries to check the availability of extensive reading materials written in English language. First, the researcher observed Bole secondary school library. In this library, the literature shelf is observed in the right side with a full of Ethiopian languages (Afan Oromo and Amharic) short stories and novels. But, the literature shelf contains only twelve short stories and novels written in English language for the whole students which mean one thousand two hundred twenty four students and for ten English Language teachers. Then, the researcher observed Meki Catholic School library. In this library, there are seventy two copies of short stories and novels which are written in English language for seven hundred forty two students and seven teachers.

Therefore, one can reasonably conclude from the above results that both schools libraries do not have enough extensive reading materials written in English language compared with the number of students and teachers.

CAPTER FIVE

5. Summary, Conclusions and Recommendations

5.1. Summary of the Major Findings

The main objective of this research was to investigate the place of extensive reading in Ethiopian high school English language curriculum. To achieve this objective, attempts were made to answer the following basic research questions: -

1. To what extent do English language textbooks contain recommended materials for extensive reading?
2. How committed or willing are English language teachers to encourage their students towards extensive reading?
3. What is the attitude of both the teachers and the students towards extensive reading?
4. What degree of interest are the students demonstrating/ showing in extensive reading materials?

The study was conducted in the East Shoa, Oromia Region in the town of Meki. In this town there are four high schools, two private and two governments. From those four high schools, the researcher selected two of them based on establishment and teachers experience in both schools. The rest two high schools have been opened recently, so they are not selected. Therefore, the researcher selected Meki Catholic School and Bole Secondary School on the basis of purposive sampling method. Simple random sampling was used for selecting sample students from the selected schools, whereas the selection of English teachers was done through availability sampling methods. In other words, the subjects of the study were: 217 students from the total number of 1085 and 12 teachers.

The quantitative data obtained were analyzed by using descriptive statistics (mean and standard deviation) using Statistical Package for Social Science (SPSS) version 20 software. In addition to this, the qualitative data obtained through interview and observation, were analyzed thematically.

The mean value of students' attitude towards extensive reading revealed that the majority of students do not understand the benefits of extensive reading and they also lack the awareness of

the values of extensive reading. As a result, they have negative attitude towards extensive reading materials written in English language. In addition to this, the mean score for students' interest towards extensive reading reveals that students did not seem to be interested to read extra reading materials. Moreover, the majority of students' responded that there are a number of reasons that diminish students' interest in reading extensive reading materials. Among those reasons, the major one was teachers' perception about the advantage of extensive reading. Teachers give more attention to other skills such as speaking, listening, and writing rather than extensive reading.

Furthermore, the mean score of teachers' attitude towards extensive reading reveals that, teachers did not seem to focus on extensive reading materials, because they are forced to focus on intensive reading to prepare students for exam and to cover the syllabus. Moreover, they perceive that extensive reading materials are full of unfamiliar words. So, it is difficult for the students to understand the message of such materials. Therefore, teachers do not have positive attitude towards using extra reading materials. Moreover, the mean value on teachers' interest towards extensive reading shows that teachers do not have interest to use extensive reading materials for classroom discussion to promote their students reading habit.

The analysis of the quantitative data also showed that teachers are not committed to encourage their students to read extra reading materials written in English language. In addition to this, the material evaluation, classroom indicates that, the targeted class textbook and syllabus did not contain enough recommendations and tasks for extra reading materials. The libraries in the target schools are also not equipped with books that can promote extensive reading. Moreover, majority of teachers did not motivate their students to read extensive reading materials and use it for classroom discussion. Only few teachers claim that they initiate their students to read extra reading materials by telling the themes of different short stories and novels from their previous reading experience.

In general, the findings of the current study indicated that both students and teachers did not have positive attitude towards extensive reading materials. In addition to this, students and teachers were not aware of the benefits of extensive reading in developing language skills. Moreover, almost all teachers were not committed enough to inspire their students to read extensive reading materials written in English language.

5.2. Conclusions

Based on the analysis and discussion of the study, conclusions are made

- There is no significant attention given to extensive reading on EFL textbooks and syllabus in the targeted grades in Ethiopian curriculum.
- Students seem to have less awareness about the benefits and contributions of extensive reading in the development of their language skills.
- Teachers do not seem to regard extensive reading as a fundamental approach to enhance students' language ability.
- English language teachers do not seem to have experience of working on extensive reading. They also have less interest to include extensive reading activities in their classroom teaching.
- All the targeted schools students did not have experience of reading extensive reading materials written in English language.
- The study also indicated that there are no enough resources in the libraries of the target school to promote the culture of extensive reading.

5.3 . Recommendations

Based on the findings of this study, the researcher suggests the following recommendations:-

- Education policy makers, book writers and teachers need to work together to assess the gap that the English textbooks has in relation to extensive reading materials.
- The curriculum designers need to prepare extensive reading materials for class room use through capturing the students' motivation, assessing the difficulty level of the materials and the corresponding level of students understanding.
- Teachers should be encouraged to use extensive reading materials side – by –side and it must have more emphasis.
- Teachers need to be properly trained on methods and strategies of using extensive reading materials.
- Schools need to equip their libraries with the appropriate resources that promote extensive reading practice.

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Appendices

APPENDIX A: questionnaire for students

Adama Science and Technology University
School of Graduate Studies School of Humanities and Law
Department of English

Dear Respondents:

I am graduating class MA student in **English department** at Adama science and Technology University. I am conducting a research entitled “**The Place of Extensive Reading in Ethiopian High School English Language Curriculum**”

Dear students, the purpose of this questionnaire is to gather information on the place or extensive reading in Ethiopian High School English Language Curriculum. Thus, you are kindly requested to be considerate in answering the questions. Your cooperation in answering the questionnaire is highly appreciated.

Note

- A. Any of your information or suggestions will be kept secret and used for research purpose only.
- B. Do not write your name on the questionnaire.
- C. Give appropriate answer to the following questions by putting a tick mark (✓) in the box.

Part I: - Demographic Information (students)

1. Age : A. 15 - 17 ☐ B. Above 18 ☐

Part II: - Capability and Beliefs of Students Regarding Extensive Reading

- The following questions will be helpful in assessing your capability and Beliefs of Extensive Reading. Please indicate how well each item describes you by putting a tick mark (✓) on each statement according to the following rating scale:-

1= strongly agree 2= agree 3= uncertain 4= disagree 5= strongly disagree

No	Items	Rating Scale				
		5	4	3	2	1
1	I can understand when I read novels with wide content					
2	I can say I like to read.					
3	I can say I am a good reader.					
4	I know that I can write a summary and paraphrase the book that I read.					
5	I know what strategies to use when I read essay, short stories and novels.					
6	If reading gets difficult for me, I am successful at fixing it up					
7	When I compare myself to other students in my class, I am a better reader.					
8	I do well in reading and related assignments					
9	I am successful in asking myself questions about the text when I read.					
10	I get nervous when I read and do reading assignments with long and difficult texts.					

Part III: - Interests of Students in Extensive Reading

Instruction: - This questionnaire measures your Interest on Extensive Reading. Indicate the amount of your agreement or disagreement by putting a tick mark (✓) on each item according to the following rating scale. Please be open and honest in your response.

1= strongly agree 2= agree 3= uncertain 4= disagree 5= strongly disagree

No	Items	Rating Scale				
		5	4	3	2	1
1	I am interested in reading Essays, short stories and Novels written in English Language					
2	I believe I can learn something when I read Essays, Short stories and Novels written in English Language					
3	I enjoy by reading Essay, Short stories and Novels.					
4	I frequently read Extensive Reading Materials, written in English Language, in my free time.					
5	I hate to read Essays, Short stories and Novels written in English Language					
6	I am unable to Understand Extensive Reading Materials written in English Language.					
7	My teachers are encouraged me to read extra reading materials written in English Language					
8	I feel like I do not have enough vocabulary capacity to understand Essays, Short stories and Novels written in English Language.					
9	I believe Extensive Reading Materials are very important to improve my language competency.					

APPENDIX B:-Questionnaire for Teachers

Dear Respondents:

The purpose of this questionnaire is to gather information for the MA Thesis I am conducting on the title “**The place of Extensive Reading in Ethiopia High School English Language Curriculum: DugdaWoreda high schools of East Shoa in Focus**”. Thus, you are kindly requested to be considerate in answering the questions. I appreciate in advance your cooperation in answering the questionnaire.

Note

- Any of your information or suggestions will be kept secret and used for research purpose only.
- Do not write your name on the questionnaire.
- Give appropriate answer to the following questions by putting a tick mark (✓) in the space provided.

Part 1:-Demographic Questions

1. Name of your school?.....
2. Sex?
3. How long have you worked for the current school?.....
4. Age?
5. Educational Background

Part II:- Commitment or Willingness of Teachers

The following questions are helpful in assessing teacher’s commitment or willingness to implement Extensive Reading in their teaching and learning process. Please indicate how well each item describes you by putting a tick mark (✓) on each statement according to the following rating scale:-

1= strongly agree 2= agree 3= uncertain 4= disagree 5= strongly disagree

No	Items	Rating Scale				
		5	4	3	2	1
1	I am Highly committed to Encourage my students to read Extensive Reading materials written in English Language					
2	I frequently motivate my students to read short stories, novels . . . their free time.					
3	I am committed enough to narrate the theme of different short stories, novels . . . to my students to initiating them to read extra materials.					
4	I have good will to create deep understanding on my students about the significance of ER skill in communication					
5	I am dedicated to give assignment related to ER and evaluate how much they are interested on that.					
6	I am courageous to teach extensive related subtopics in my English session.					

Part III: - Teachers Interest in Teaching ER

Please indicate how well each item describes your action by putting a tick mar (√) on each statement according to the following rating scale:-

1= strongly agree 2= agree 3= uncertain 4= disagree 5= strongly disagree

No	Items	Rating Scale				
		5	4	3	2	1
1	I enjoy when I teach ER related tasks					
2	I usually do not give ER related activities to my students.					
3	I often have a hard time to explain deeply about ER materials.					
4	I feel nervous when I discusses with my students about ER materials					
5	I easily get discouraged when my students fail to understand and accomplish ER related exercise.					
6	I am interested in teaching and explaining ER subtopics					

Part IV: - Teachers Belief in Teaching ER

Please indicate how well each item describes you by putting a tick (✓) next to each statement according to the following rating scale:-

1= strongly agree 2= agree 3= uncertain 4= disagree 5= strongly disagree

No	Items	Rating Scale				
		5	4	3	2	1
1	I believe I can teach something when I teach ER exercise					
2	I believe in sharing the knowledge that I have related to ER tasks to my students.					
3	I believe I can improve my students reading habit or culture by encouraging them to read extensive reading materials					
4	I believe I can teach something when I initiate my students to read Extensive materials written in English Language					
5	I believe I can create a positive attitude in my students about extra reading materials.					

APPENDIX C:

Interview Guide Line Questions For Teachers

The aims of these research interview questions are to triangulate the teachers' responses to questionnaire. Since the success of the research depends on the truthfulness of your responses, you are kindly requested to answer the questions honestly and openly.

Part One:-demographic information's

1. Name of your school?.....
2. How long have you worked for the current school?.....
3. Educational Background.....

Part Two: - Interview Guide Line

1. As an English teacher what do you think of the Extensive Reading (Essays, Short Stories and Novel)?
2. To what extent can the Extensive Reading activity benefit your students?
3. Do you perceive any difficulties in its implementation? If yes, what is the biggest challenge?
4. Do you agree with including Extensive Reading in the regular English Curriculum? Why or Why not?
5. To what extent are you committed or willing to encourage your students?

Part Three inscriptions interview

Interview question number one deals with teachers as an English teacher what do you think of the Extensive Reading (Essays, Short Stories and Novel)? (Teacher A), said that, *"I think extensive reading is really helpful to know different phenomena happen in the world."* In addition to this, (Teacher B) also said that, *"I think reading extensive materials is very important to make pleasure to develop language competency."* The other (Teacher C) believe that, *"in my opinion engaging in extensive reading is just wasting of time because there are no materials written on the context of Ethiopia. So, it is not that match important in our case."* In addition to this, (Teacher D) also said *"In my opinion reading extensive reading materials written in English*

language is just giving a chance for the invention of culture. So, I don't need to read extensive reading materials which is talk about the others culture."

In addition to this, almost all English teachers except teacher D believe that *"the extensive reading help the students to improve their reading skills including reading for general information, gaining more knowledge of reading methods, learning to read, and applying what they had learned in practice"*.

Teacher D said *"I think extensive reading materials wasting time for students it is not important to prepare them to exam. So, I don't think it is important"*.

For interview question item three all English teacher teach in the two schools answered that, *"it is very difficult for them to implement or use extensive reading materials (essays, short stories and novels) in class"*

In addition to this, (Teachers F,K &L) responded that, *" including extensive reading in Ethiopian regular English curriculum play a crucial role to improve students' and even teachers knowledge of foreign language, to develop good reading habits, and to encourage a feeling of pleasure and enjoyment for reading"*. However, (Teachers D, K & H) said that, *"including extensive reading in Ethiopian curriculum is just forcing the students to now about the others culture rather than their own"*.

APPENDIX D:

Instrument for the classroom observation

Name of the Schools _____

Name of teachers: _____

Grade/Class: _____

Total Students: _____

Date and Period: _____

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

Item	Questions	Never	Rarely	Sometimes	Very often	Always
1	Does the teacher allow the students to read in the class?					
2	Does the teacher guide the students how to read Extensive reading materials?					
3	Does the teacher arrange the class in group or pairs in order to discuss about their free time reading with English medium?					
4	Does the teacher ask the students to read additional materials (Novels, Magazines etc written in English language) at home also?					
5	Does the teacher encourage the students to guess the meaning of unfamiliar words by using contextual clues?					
6	Does the teacher ask the students comprehension check questions after each reading?					

7	Does the teacher ask the students various questions related to Magazines, Stories etc. in order to motivate their students to read Extensive Reading?					
8	Does the teacher teach the students how to distinguish between facts and opinion from the text?					
9	Does the teacher teach the students how to read large amount of texts in a given period i.e. Extensively?					
10	Does the teacher tech the students how to summarize the text?					
Valid N (list wise)						
total Mean						

