

Extensive Reading: Perception and Practice.

Preparatory- I program in Focus.

By:

Abinet Mengiste



A Thesis Submitted to

School of Graduate Studies: Addis Ababa University

Faculty of Language Studies Department of English

In Partial Fulfillment of the Requirements for Masters of
Arts in Teaching English as a Foreign Language (TEFL)

November, 2011

Addis Ababa

Addis Ababa University
College of Social Science and Humanities
Faculty of Language Studies
Department of English

Extensive Reading: Perception and Practice.
Preparatory- I program in Focus.

By:

Abinet Mengiste



Approved by

<u>Tirfu Mengistu</u>	<u>[Signature]</u>	<u>5th March, 2012</u>
Advisor	Signature	Date
<u>[Signature]</u>	<u>[Signature]</u>	<u>05 March, 2012</u>
Examiner	Signature	Date

November, 2011

Addis Ababa

Acknowledgements

I am greatly indebted to my advisor Tebebe Alemayehu for his insightful guidance and encouragement throughout the completion of this study.

I would like to extend my gratitude to Medhanialem Preparatory school Prep- I students of the 2003 group and teachers who voluntarily completed the questionnaire and took their precious time in the interview. My thanks also goes to Medhanialem Preparatory school principal and the librarians for their genuine cooperation. I would also like to thank Beshir and Akalewold who facilitated the data collection process.

Table of Content

	Page
Acknowledgement	i
Table of content	ii
List of table	iv
Abstract	v

Chapter One

1.1 Background of the study	1
1.2 Statement of the problem	4
1.3 Objectives of the study	5
1.4 Significance of the study.....	6
1.5 Scope of the study	6
1.6 Limitation of the Study	6

Chapter two

2. Review of Related Literature	7
2.1 The concept of reading	7
2.2. Defining Extensive Reading	8
2.3. Extensive Reading Verses Intensive Reading.....	9
2.4. Principles and Benefits of Extensive Reading	11
2.4.1 Basic Principles of Extensive Reading.....	11
2.4.2 Benefits of Extensive Reading	13
2.5. Materials and setting For Extensive Reading.....	17
2.6. Implementing Extensive Reading.....	20
2.6.1. Curricular issues	20
2.6.2 Classroom practices.....	21
2.6.3 Teachers' role in Extensive reading	24
2.6.4 Factors that affect the Implementation of Extensive Reading	25

Chapter Three

Research Design and Methodology	27
3.1 The subjects.....	27
3.2 Sampling Design	29
3.3 Data collection Instrument.....	29
3.4 Procedures of Data Collection and Analyses	31
3.5 Ethics	31

Chapter four

Results and Discussion	32
4.1 Perception about the Benefits, Relevance and Likelihood of Extensive Reading Implementation	32
4.1.1 Perception about the Relevance of Extensive Reading	33
4.1.2 Perception about Likelihood of Implementation	36
4.2 The Practice of Extensive Reading and Opportunities Available	38
4.2.1 Teachers' Responses on Classroom Practice	38
4.2.2 Students' Response on Classroom Practice	43
4.2.3 Opportunities Available	46
4.3 Factors Affecting Extensive Reading Approach	48
4.3.1 Teaches' Response on the Factors	48
4.3.2 Students' response on the factors	50
4.3.3 Reading Habit as a factor	51
4.4 Extensive Reading in the Syllabus and Textbooks	53

Chapter Five

Summary, Conclusion and Recommendations	55
5.1 Summary and Conclusion	55
5.2 Recommendations	57
Bibliography	
Appendixes	

List of Table

	Page
Table -1 Demographic information of the participants	28
Table-2 Students' and teachers' perception about the benefits of extensive reading	33
Table-3 Teachers' perception about the likelihood of implementing extensive reading approach in the current teaching environment	36
Table-4 Activities to promote extensive reading [Teachers' responses]	39
Table 5- Teachers' response in terms of emphasis placed for language skills and sub skills in their Classroom practice.....	42
Table -6 Students' Response on Classroom Practice	43
Table -7 Factors affecting extensive reading approach as teachers respond....	48
Table -8 Students response on possible factors that affect extensive reading .	50
Table -9 Teachers' and students' preference leisure time activities in Rank ...	51
Table -10 skills and period allotment in the syllabus	54

Abstract

Reading is one of the key skills in language learning. Extensive reading approach to teaching reading has remarkable impact in EFL context especially where English serves as a medium of instruction. In Ethiopia, despite this reality, extensive reading receives the least attention in the teaching learning process and research arena. Hence, research on this aspect will have practical significance. The purpose of this research was to investigate the perception students and teachers held about extensive reading and its practice in Medhanialem Preparatory school. To put this in to effect, both quantitative and qualitative approaches were employed. The findings revealed that the view reflected by the students on the relevance is not inclusive of all the potential benefits that would motivate them to engage in it with enthusiasm. Teachers are aware of the benefits of extensive reading. Yet, they view its possible implementation as difficult in the present situation of student's background and school system. The study also reveals that albeit the presence of some opportunities, the least emphasis is given for extensive reading approach and the practice is almost nonexistent. The contributive factors that are perceived by teachers and students as influencing the implementation of extensive reading in the school context are related mainly with lack of motivation and appropriate reading materials. The place of extensive reading in the syllabus, the study also shows, is simply a mere indication of its significance by stating as a relevant objective of the preparatory program which might imply that much is left for the class room teachers to design their own mechanisms to achieve this objective. The practice of extensive reading could be realized if English department take the initiative to exploit available opportunities to coordinate all parties and create a reading community in the school.



Chapter One

1.1 Background of the Study

Reading is one of the effective means of extending command of language: so, it has considerable place in language learning programs. It determines learners' success in academic studies and personal development. It also enhances learners' language proficiency. Nuttal (1996), states "reading, if effectively implemented, can lend itself to the development of other language skills."

Most importantly, in an educational setting where a foreign language serves as a medium of instruction, as it is the case in Ethiopia, the role of reading skill is significant in the students' academic career. This is because the students are daily involved in tasks that require reading and comprehending large amount of materials written in English. As a result, effective reading becomes one of the determinants of students' success. As Donough and Christopher (2003), point out, "reading is the most important foreign language skill, particularly in cases where students have to read English material for their own specialist subject. "

Consistent with this, teaching reading receives due attention in language learning and teaching programs. In ESL/EFL context, *Extensive* reading to teaching reading is a reputable approach in language courses of such situations. Day and Bamford(1998), for instance suggested that extensive reading should be an integral part of reading instruction in the second

language class room for not only it helps students to read but also for it leads them to enjoy reading.

In line with this, the Ethiopian language education has given due emphasis for Extensive reading approach. This could be seen from the inclusion of extensive reading passages in the syllabus and text books as of grade seven levels. Specific to preparatory programs it is stated in the syllabus objectives that students will be able to read a variety of texts for information and pleasure.

Extensive reading as an instructional approach extends varied opportunities for the learners to develop their reading skills and other aspects of language performance. Bell (1998), Day(1998), and Alan(2006) say that extensive reading can motivate learners to read. Also, it can consolidate previously learned language. However, despite the widely accepted view of the potential benefits of extensive reading approach, the practice tends to focus on features of intensive reading. As Bell (ibid) states:

Much classroom reading work has traditionally focused on the exploitation of shorts texts, either for presenting lexical and grammatical points or for providing students with limited practice in various reading skills and strategies. However, a large number of students in the EFL/ESL world require reading for academic purposes, and therefore need training in study skills and strategies for reading longer texts and books. (Bell 1998)

This reveals that the practice in teaching reading has been associated with the teaching of reading in terms of its component skills or other

language aspects. It also implies that extensive reading practice has an impact for success in academic aspect. Research on reading implies, if our goal is to make our students good readers, our classroom practice should enable them be motivated to read extensively Byrne (1998).

Reading is thought to be crucial skill in EFL learning process and extensive reading is a very useful strategy. However, very few teachers implement it on a regular basis for the process of introducing Extensive Reading[ER] is considered complicated and time consuming. Nelly (2007).

As I reflect on my observation and experience, [as a student in secondary school and university, as a teacher in secondary and tertiary level education] I strongly felt that lack of due attention to extensive reading is prevalent in the teaching and learning practices of our context too. The situation of the students' poor reading performance in preparatory schools and Higher Institutes of Ethiopia could be the manifestation of the very fact that the students are not well acquainted with extensive reading practice.

The discussions in the above paragraphs as a whole reveal that in the context where a foreign language serves as a medium of instruction, extensive reading approach to the teaching and learning of second language is of paramount importance. The practices in the classroom and school are liable for helping the students develop the skill of reading. Due to this, a study to look into perceptions and practices of extensive reading will have practical implications to examine gaps and identify areas of intervention that eventually lead to promote students reading skills.

1.2 Statement of the problem

The rationale presented in the background section shows that extensive reading has a lot to offer for language learners. It is considered as essential skill most relevant to the learners' academic success. Hence, due emphasis should be placed in language teaching programs.

Particularly, at higher levels of learning, the ability to read extensively is a necessity mainly for reasons that at these levels students are expected to read different types of materials for academic and nonacademic reasons. The purpose of academic reading is the understanding of texts written in a variety of types and forms. Ruddell (1999) states "...at each grade level, students are expected to become better readers and to read increasingly different texts"

However, when most students come to college and universities, their ability to read seem to be inadequate. For instance my personal experience of teaching in preparatory and private colleges reveals this problem. Local researches for instance Sileshi (2007), Megnesha (2003) also reveal that the students' reading skill is very low or below the level that is required of them. It is undeniable fact that such problem hampers students' success in education and put the quality of education in question. So, the inspiration for this study partly comes from the recognition of this problem.

The problems could emanate from gaps in classroom practice of teaching reading. Our instructional approach to the teaching of reading in most cases is dominated by reading approach where students are provided with small books for a semester with reading texts of few pages. Extensive reading approach

that leads them to be fluent and independent readers is an aspect that has been given little attention or totally neglected.

Although the problem is pressing, local studies conducted to scrutinize teaching of reading [almost all I referred) focuses on Intensive Reading. Only Wubalem Abebe's (2004) study was an attempt to study the teaching of Extensive reading for the purpose of reinforcing productive skills in South Gondar Secondary Schools. The present study, however attempts to assess perceptions and practices of extensive reading in Addis Abeba. It differs from Wubalem's study both in focus and context.

In light of the above points the researcher believes that it would be indispensable to assess the perception and practices of extensive reading to promote students reading skill. Specifically, the research seeks to examine the issue with reference to the following research questions:

1. How do teachers and students perceive the relevance and practice of extensive reading?
2. Does the syllabus and text book contribute for teaching extensive reading approach?
3. What opportunities and practices are available for extensive Reading in the school?
4. What factors impede extensive reading practice?

1.3 Objectives of the study

The study mainly intended to assess extensive reading perception and practice.

Its specific objectives are:

- 1 To examine teachers' and students' perception about the relevance and practice of extensive reading.

2. To assess if the syllabus and textbook contribute for teaching extensive reading approach?
3. To explore the practice and opportunities provided for extensive reading in the and school.
4. To identify factors that impede extensive reading practice.

1.4 Significance of the study

The research will give insight related with promoting the extensive reading practices and materials. Besides:

- It helps teachers to see the perceptions they and their students held about extensive reading.
- Through revealing the gaps in the practices, it gives insights for teachers to improve the implementation of extensive reading approach.
- It increases the awareness of teachers, the school and other concerned bodies of what should be done to promote extensive reading practices.
- It could also prompt other researchers for further study.

1.5 Scope of the study

There could be a number of aspects that could affect the extensive reading practice for the development of reading skills. This study is, however, confined to the assessment of perceptions of teachers and students and practices in preparatory-I program in “MEDAHNYALEM PREPARATORY SCHOOL”.

1.5. Limitation of the Study

The research was first intended to take large number of student participants which represents the population from all sections of prep-I program in the school. However, the data collection period could not match with the students' regular academic calendar. Thus, there are sections of prep-I classes which are not represented in the study.

Chapter Two

Review of Related Literature

This chapter reviews literature which is related to the study. It briefly illustrates theories and research findings that relate to extensive reading approach.

2.1 The concept of reading

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. Nunan (1989) defines reading as a process of decoding written symbols, working from smaller units (individual letters) to larger ones (word, clause, and sentence) in order to arrive at a meaning.

The main purpose of reading is to get the message from the writer. In connection to this, Nuttal (1982), Ur (1996) say that we read because we want to get something from the writing: facts, ideas, enjoyment.

Reading theories have had their shifts and transitions. As Byrne (1998) states the traditional view is where by readers are passive recipients of information in the text. Meaning resides in the text and the reader has to reproduce meaning. The cognitive based views of reading comprehension emphasize the interactive nature of reading and the constructive nature of comprehension. The meta-cognitive view relates to the control readers execute on their ability to understand a text.

The views reflected in the three reading theories have implications in our class room practices which range from the selection of reading materials and activities to the strategies employed by teachers in teaching reading.

The development of reading skill, as scholars like Hedge (1983), Harmer (2007) state, is essential and could be enhanced through intensive reading approach and extensive reading approach to teaching and reading.

2.2 Defining Extensive Reading

Extensive reading, which is related to pleasure reading, has received a great deal of interest. Professionals of the field have provided us with various definitions of extensive reading. Bamford and Day (1997) write , "... to read extensively means to read widely and in quantity." They take the definition one step higher by adding "Extensive reading ... is generally associated with reading large amounts with the aim of getting an overall understanding of the material. Readers are more concerned with the meaning of the text than the meaning of individual words or sentences."

Hitosugi, as cited in Alan (2009) has defined extensive reading as an approach where "students read large quantities of books and other materials that are well within their linguistic competence. Students select which books they are interested in reading, and read at their own speed."

Day, Harsch & One (2004) have also provided us with another description of extended reading. They write, "In extensive reading, English language learners read large quantities of easy material in English. They read for information and enjoyment, with the primary goal of achieving a general, overall understanding of the reading material."

The views reflected in the three reading theories have implications in our class room practices which range from the selection of reading materials and activities to the strategies employed by teachers in teaching reading.

The development of reading skill, as scholars like Hedge (1983), Harmer (2007) state, is essential and could be enhanced through intensive reading approach and extensive reading approach to teaching and reading.

2.2 Defining Extensive Reading

Extensive reading, which is related to pleasure reading, has received a great deal of interest. Professionals of the field have provided us with various definitions of extensive reading. Bamford and Day (1997) write , "... to read extensively means to read widely and in quantity." They take the definition one step higher by adding "Extensive reading ... is generally associated with reading large amounts with the aim of getting an overall understanding of the material. Readers are more concerned with the meaning of the text than the meaning of individual words or sentences."

Hitosugi, as cited in Alan (2009) has defined extensive reading as an approach where "students read large quantities of books and other materials that are well within their linguistic competence. Students select which books they are interested in reading, and read at their own speed."

Day, Harsch & One (2004) have also provided us with another description of extended reading. They write, "In extensive reading, English language learners read large quantities of easy material in English. They read for information and enjoyment, with the primary goal of achieving a general, overall understanding of the reading material."

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

2.3 Extensive Reading Verses Intensive Reading

Extensive reading and intensive reading approaches have their own typical features. Intensive Reading is a process whereby students read materials which is usually above their linguistic level. Bruton (2002) states the material usually contains a large number of unknown vocabulary items and grammatical forms that are difficult for, or unknown to, the learner. The purpose is usually to have learners explicitly study new vocabulary and use a host of reading skills such as skimming, scanning, and guessing meaning from context. This characterizes intensive reading as having comprehension and language-focused tasks completed communally by the whole class.

Brown (2007) similarly states that intensive reading is usually “a classroom-oriented activity in which students focus on the linguistic or semantic details of a passage. Intensive reading calls students' attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning” . Another similar but useful description is given by Bamford and Day (1997), who state that intensive reading “often refers to the careful reading of shorter, more difficult foreign language texts with the

goal of complete and detailed understanding is also associated with the teaching of reading in terms of its component skills.”.

In contrast to this Extensive reading involves the reading of a large quantity of material which is within the learners’ linguistic or comprehension level. “For extensive reading to be possible and for it to have the desired results, texts must be *well within* the learners’ reading competence in the foreign language.” (Day and Bamford, 2002) Accordingly, it is important that learners read regularly and cover a large quantity of material. However, it is not necessary for the reader to understand each word in the text, as the purpose is to comprehend the overall message and gain a general understanding of the text. In fact, Bamford and Day (1997) refer to these points when they state that extensive reading is “generally associated with reading large amounts with the aim of getting an overall understanding of the material. Readers are more concerned with the meaning of the text than the meaning of individual words.

A graphic depiction of the differences between intensive and extensive reading presented by Roberta Welchi as cited in Day and Bamford(1998) well summarizes the distinctive features of the two approaches of reading.

Extensive	READING	Intensive
General understanding and enjoyment	PURPOSE	Language study
Easy (graded readers)	LEVEL	Often difficult material
A lot	AMOUNT	Not much
Fast and fluently	SPEED	Slow

Introducing Extensive reading “by Roberta Welch[source: Day and Bamford:1997]

Thus, the distinction discussed by the scholars in general shows that Intensive reading often refers to the careful reading of shorter, more difficult foreign language texts with the goal of complete and detailed understanding. Intensive reading is also associated with the teaching of reading in terms of its component skills. Extensive reading, in contrast, is generally associated with reading large amounts with the aim of getting an overall understanding of the material. Readers are more concerned with the meaning of the text than the meaning of individual words or sentences.

2.4 Principles and Benefits of Extensive Reading

In this Section, two salient issues of Extensive Reading – its Basic Principles and benefits are discussed.

2.4.1 Basic Principles of Extensive Reading

As extensive reading is distinct in features from intensive reading approach, it involves specific principles related to its teaching in a language learning setting. This idea is best discussed by Day and Bamford, (2002). They set out ten points which provide a set of clear principles that will serve as a guide for teachers interested in including an extensive reading aspect within their own teaching contexts.

Firstly, the reading material should be easy. An additional point highlighted is that a wide range of material covering a variety of topics should be made available to learners. In addition, they state that the materials should ideally include not only fiction and non-fiction books, but also texts such as newspapers and magazines.

Another important principle highlighted by Day and Bamford (ibid) is that the material or text should be of high interest and therefore, ideally chosen by the student who is to read it. They go on to say that “it is also important that learners feel free, or are even encouraged to stop reading a text if they find it too difficult or of low interest to them”. Therefore, the fact that the material should be interesting to the reader can be seen as a feature of key importance.

A number of authors including Day and Bamford (2002) and Renandya and Jacobs (as cited in Richards 1998) mention that for extensive reading to be most beneficial to learners, they must read large amounts, and do so regularly. This will be much more likely to happen if the students are given the choice as to what they read in order for them to select topics, authors and genres of books that are interesting to them.

Another key feature is that extensive reading is usually not followed by comprehension questions or explicit exercises or tests. The process of reading for pleasure and gaining a general understanding is seen as paramount. Here, the fear is that if students are tested on what they have read it will no longer be seen as a pleasurable activity, which of course would be fatal to any extensive reading program. However, there are a large number of follow-up activities that learners can complete.

A further point raised by Day and Bamford (2002) is that of reading speed. It is expected that reading speed in extensive reading should be “faster than slower”

• The goal is to increase reading speed and reading fluency which are closely

related to enjoyment and understanding. Due to the lower level of the materials and the fact that speed, general understanding, fluency and enjoyment are key. it is suggested that readers use dictionaries as little as possible, if at all. *Furukawa (2006) refers to this point by stating that "excessive use of dictionaries puts too much stress on students and hinders them from leaning English."*

Another principle supplied by Day and Bamford (2002) is that extensive reading should be individual and silent. Learners should read silently and at their own pace, whether this be on their own, at a time and place of their choice or within a classroom setting. This process allows learners to "discover that reading is a personal interaction with the text, and an experience that they have responsibility for." The last two principles relates to the teachers position. The teacher should guide the students and clearly introduce the benefits of extensive reading to them. Additionally, the teacher should act as a role model for the students.

2.4.2 Benefits of Extensive Reading

There are numerous perceived benefits of extensive reading which will prove useful to teachers when justifying the need for an extensive reading program. "Both common sense observation and copious research evidence bear out the many benefits which come from extensive reading" Waring (2006). Many reasons are attributed to the benefits of extensive reading .For instance, Elley (1991) consider the attributes of success to five factors: extensive input of meaningful print, incidental learning, the integration of oral and written

activity, focus on meaning rather than form and high intrinsic motivation. Key benefits to learners of extensive reading as discussed by different scholars are presented below

- **Extensive reading can provide 'comprehensible input'**

Reading is the most readily available form of comprehensible input, especially in places where there is hardly any contact with the target language. Krashen (1982) as cited in Day and Bamford(1997) argues that extensive reading will lead to language acquisition, provided that certain preconditions are met. These include adequate exposure to the language, interesting material, and a relaxed, tension-free learning environment. The only reliable way to learn a language is through massive and repeated exposure to it in context: precisely what ER provides. Alan(2009)

- **It can enhance learners' general language competence**

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 quality of exposure to language that learners receive is seen as important to their potential to acquire new forms from the input. The same phenomenon is noted by Day and Bamford (1998) So reading abundantly seems to benefit all language skills, not just reading.

- **It helps develop general world knowledge.**

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

- **It extends vocabulary growth and grammatical knowledge.**

Extensive reading allows for multiple encounters with words and phrases in context. Regarding increasing learners' vocabulary repertoire and expand their grammatical knowledge. Ibsen (1990) states that since students will be reading fast and much, "they will be able to absorb new vocabulary and idioms, and new grammatical structures will more or less unconsciously become part of their Linguistic competence". In addition, Nation (1997) indicates that extensive reading has been shown to be successful in reinforcing, confirming and deepening knowledge of vocabulary and expressions and developing understanding of when and how to use words by reading them in context.

- **It can lead to improvement in writing**

There is a well-established link between reading and writing: the more we read, the better we write. Bell(1998) states that a number of studies appear to show the positive effect of reading on subjects' writing skills, indicating that students who are prolific readers in their pre-college years become better writers when they enter college. He further states that these results support the case for an input-based, acquisition-oriented reading program based on

extensive reading as an effective means of fostering improvements in students writing.

- **It creates and sustains motivation to read more.**

As students read successfully in the foreign language, so they are encouraged to read more. Reading material selected for extensive reading programs that address students' needs, tastes and interests motivate them to read the books and advance the reading habit, Bell (1998).

- **It helps to build confidence with extended texts**

Much classroom reading work has traditionally focused on the exploitation of shorts texts, either for presenting lexical and grammatical points or for providing students with limited practice in various reading skills and strategies. However, a large number of students in the EFL/ESL world require reading longer texts and books for academic purposes, Kembo (1993) as cited in Bell(1998) points to the value of extensive reading in developing students confidence and ability in facing these longer texts.

The benefits of extensive reading are numerous and widespread. By reading a large amount and rich variety of materials that are within their linguistic ability, learners are being exposed to significant quantities of input. The points above could be summarized as the benefits of extensive reading is not only enhancing vocabulary and reading ability, but also fluency in a number of areas including writing and possibly speaking. Through the volume of language covered, learners are offered a great deal of repetition and consolidation of

language which many authors see as key to improving vocabulary retention and fluency.

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

2.5 Materials and setting For Extensive Reading

One of the key features of extensive reading approach is that students are free to choose what, when, how, and where to read. These elements are linked to Materials and setting for extensive reading. As Day and Bamford (1998)and Alan(2009) state such aspect is a “powerful tool for teachers concerned with building and maintaining a positive attitude toward second language reading among the students” They also claim that extensive reading approach has the potential to influence students motivation due to aspects it involve in materials and reading environment.

Newspapers articles tend to be short and readers can quickly get sense of the accomplishment from finishing them. Also the variety of content in them provides some excellent reading practice. Magazine articles are often longer than those of newspaper. Unlike newspaper, they usually focus on one topic. As the result a variety of magazines may be necessary to appeal to the different members of second language reading class. In the category of Popular literature and simple literature Bamford & Day (ibid) states that carefully selected fiction and non-fiction books can be linguistically accessible to intermediate and advanced level learners if the books are short and straightforward in content and language. Young adult literature which is mainly fiction written for young adults, can be practically suitable for extensive reading, as the books are short and have straightforward plots. The content is usually familiar, particularly in the common thriller and slice-of teenage life stories. In addition, translations, children's books, comics, learners' own stories could be beneficial types and sources of materials for extensive reading.

Extensive reading approach assumes that students should be able to read in and out of the class. Obviously, classroom, home and the library could be where the practice could be employed. Bamford & Day (1998) emphasize the establishment of library for extensive reading materials. They suggested school library or classroom library as possible alternatives to place the program. In any case, making a budget, determining the students' reading levels and discovering students' interest should be among primary considerations.

Materials should be placed in a way it balances security and access. Bamford & Day (Ibid) state "...overly restricting access to the materials makes it hard for students to browse and select reading materials that interests them- a key aspect of an extensive reading program." Besides setting up a checkout system and displaying the materials as attractively as possible makes the extensive reading library a motivating environment.

2.6 Implementing Extensive Reading

2.6.1 Curricular issues

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

- *As a separate stand-alone course:* This involves basically what the establishing of any other course does; a teacher, a syllabus, classroom materials...
- *As part of an existing reading course:* it involves building into an existing course certain amount of extensive reading [e.g reading certain number of books per week or per semester, both in class and for home work].In addition to in-class reading, time is set-aside in the reading class for extensive reading related activities such as student oral book reports.
- *As a noncredit addition to an existing reading course:* Students are encouraged to read according to their interest and for their own enjoyment. It is optional assignment and not a formal part of the course.

- *As an extracurricular activity:* optional extensive reading can also take the form of an extracurricular reading club, not connected to the required courses in the curriculum. Such an extensive reading club can be open to anyone in the language program regardless of the level and all can be encouraged to join.

2.6.2 Classroom practices

Extensive reading program implementation requires a consideration of aspects that has to be reflected in the classroom practice and in managing the program.

Some of the recurring issues in scholar discussion includes maximize Learner Involvement. Bell (1998) recommends having students take an active role in the setting up and administration related to these areas as it will give students a sense of involvement and ownership. The other issues is the Reader Interview Bell (ibid) states that regular conferencing, between teachers and students, plays an important role in motivating students and allows for effective monitoring of individual progress. It also provides opportunities for the teacher to show interest in what students are reading, and enables him/her to encourage them to read more and act as a reading role model.

In order to run an extensive reading program successfully, effective monitoring is required both to administer the resources efficiently and to trace students' developing reading habits and interests. Bell (1998) states that a card file system could be used to record titles and the dates the books were borrowed and returned. Input from the monitoring process helps us to record students'

progress, maintain and update an inventory of titles, and locate and select new titles for the class library. It, therefore, serves both the individual needs of the reader and the logistical task of managing the reading resources.

Maintaining the entertainment is also salient issues in implementing extensive reading. It is perhaps the most important aspect of the program to be emphasized. This could be realized, as Bell (1998) suggests by making use of multimedia sources to promote the books (e.g. video, audio, CD ROM, film, etc.). They should also exploit the power of anecdote by telling the students about interesting titles, taking them out to see plays based on books, exploiting posters, leaflets, library resources, and even inviting visiting speakers to give a talk in class on a book they have read recently.

In these ways, teachers can maintain student motivation to read and secure their full engagement in the enjoyment the program provides. Besides, various classroom activities can further extensive reading and help students begin to see reading as a valuable, exciting, pleasurable and worthwhile activity. Day and Bumford (1998) offer suggestions on Sustained Silent Reading (SSR) and teachers read aloud and various follow-up activities to promote extensive reading.

- **Sustained Silent Reading(SSR)**

In Sustained Silent Reading students and teacher read silently read books or other material of their choice. Everyone in the room is reading something different. Here giving students valuable time in which to read is one of the

things that teachers can do to demonstrate the value of reading and to establish a reading community.

- **Teachers Read aloud**

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

- **Follow-up Activities**

In extensive reading the consideration of post reading activities comes due to different reasons .As Day and Brumfit (1998) state ”well-chosen ones can turn individual solitary act into a community event, allow students to support and motivates one another, and they allow teachers to guide and council students.” Further, they suggest that answering questions, writing summaries, writing reaction reports, giving oral reports are possible forms of follow-up activities.

There are also other activities which have student- student interaction as their focus. These activities as Day and Brumfit (ibid) mention include, in-book opinion forms where students write their reactions to the book, a reading fair in which students individually or in groups put on a poster Quotations, illustrations or photocopies of a books front or back page...etc

2.6.3 Teachers' role in Extensive reading

Extensive Reading helps teachers to be better informed, both about their profession and the world. It also helps them to enhance their own English proficiency. As Alan (2009) states, the research on language learner reading shows how extensive reading feeds into improvements in all areas of language competence. If this is true for learners, how much more true is for teachers. Regular wide reading can add zest and pleasure to our own use of the language.

A successful and effective extensive reading program largely depends on the role teachers take part in. In addition to the creation of activities, the teacher encourages and assists the students with their reading which they undertake during and/or after class. Alan (ibid) describes that the teacher should be enthusiastic about reading, be frequent reader themselves and also should try to read the materials their students are reading either before or after their students. Teachers who read widely are models for their students. These teachers are more likely to have students who read too. The teacher should act as a role model for the students. In addition, teachers should be involved in giving ongoing class guidance. As an important aspect for the success of extensive reading, it should not end with the initial orientation of students to extensive reading. Day and Bamford (1998)

This shows that the teachers primary concern to promote extensive reading should include; introducing the benefits of extensive reading, guiding the

students through the methodology and practices related to extensive reading, explaining its differences from other forms of reading and other related issues. Students can greatly vary in their reactions to extensive reading: thus individual counseling become essential apart from what is stated above as a general strategy. As Day and Bamford (1998) suggest it could be done informally through the teacher's written or spoken response to the student's book reports. It can also be done formally by setting aside time for the teacher to meet briefly with each student individually on a rotating basis.

2.6.4 Factors that affect the Implementation of ER

Many researchers and teachers who support extensive reading ask themselves why extensive reading is not being readily adopted by language education institutions. Wilkinson (2002) and Day and Bamford (1998) state that various reasons have been mentioned for the lack of attention given for extensive reading. Cost and the work required to set up the program and the difficulty of finding time in an already crowded curriculum are among the concerns. They suggest that starting small and letting the positive results justify the expenditure of additional time and energy in expanding the program.

The other concern relates to the different role of the teacher. Extensive reading can be a problem for teachers used to traditional roles. In extensive reading, teachers do not impart knowledge. Davis (1995) cited in Day and Bamford (1998) has pointed out that "teachers like to teach; they like to feel they are doing something. Redefining teacher's roles and responsibilities take some to getting used to"

The nature of material used in extensive reading may be controversial. Teachers, administrators and parents may fear the use of such light reading as magazines, newspapers and comics lacking literary merit.

Day and Bamford (1998) also point out the belief that reading should be delayed until students have solid ability to speak and understand the second language is still held by some teachers and this may be part of the explanation for extensive reading low profile.

Confusion between extensive reading and class readers may have led to less attention for extensive reading. David (1991) cited in Day and Bamford (1998) suggests that a program of class readers [in which each student reads the same book at the same time in class] may appear to be a way of avoiding the drawbacks of an extensive reading approach. They can supplement and support extensive reading but can not replace the self-selected, individualized extensive reading as a means of developing reading fluency and positive attitude

Davis (1995), reviewing some of the problems associated with extensive reading concludes , Teachers and educational planners first have to become convinced of the enormous boost such a program can give to their pupils' command of language in order to feel it a worthwhile committing the resources required.

Davis (1995) cited in Day and Bamford (1998)

The discussions implies that the most effective way to address the perceived problems associated with extensive reading may therefore be simply to introduce and let extensive reading prove itself.

Chapter Three

Research Design and Methodology

This chapter presents, the research methods, the study participants, instruments of data gathering, and procedures of data collection and analysis that were used in the research. The research employed both quantitative and qualitative method. The quantitative approach is used for its potential to provide with a lot of information. The qualitative aspect is employed in two ways. One is that to complement the quantitative data and the other is to address issues raised in answering some of the research questions which could be possible only through qualitative approach.

3.1 The subjects

The research was conducted in Medhanialem Preparatory School in Addis Ababa. According to the information obtained from the English department, nine teachers were assigned to teach in Preparatory I classes. When the data was collected, only seven of them voluntarily availed themselves. Thus, all these teachers were taken as the subject of the study.

Regarding the students, again there were about seventy-four students who volunteered to participate in the research. They were taken from both streams_ natural and social science, as the subject for the study.

Table -1 Demographic information of the participants

		Teachers	%	Students	%
Sex	Male	7	100	49	66
	Female	-		25	44
	Total	7	100	74	100
Stream	Natural science			45	60.8
	Social science			29	39.2
Qualification	BA/BED	7	100		
	MA and above	-	-		
Exp- Total service	< 2 years	-	-		
	3- 5 years	1	14.2		
	>5 years	6	85.8		
Exp- In prep program	< 2 years	1	14.2		
	3- 5 years	2	28.5		
	>5 years	4	57.1		

As the demographic information in the above table presents, seven teachers and seventy-four students participated in the study. All teacher participants are males. Their general teaching experience is above five years. Specific to teaching in preparatory classes, 57% of them have taught for more than four years and only one participant has experience which is less than 2 years.

Among all the seventy-four student participants 66% are males and only 44% are females. In terms of streams, 60.8 % are from natural science stream and 39.2 % from social science.

3.2 Sampling Design

The school, Medhanialem Preparatory, was selected as the research site on the bases of its familiarity to the researcher and easy access to data for the researcher .In addition, the researcher was certain that no research on extensive reading has been conducted in the school.

Concerning the teachers and students selection, covenant sampling method was employed. Since the data collection period could not match with the regular school schedule of the 2003 E.C academic year, only students and teachers who were willing to participate in the research were included as a research subjects.

The sources of data for the research are English teachers who teach in preparatory class and their students. Besides, Documents such as text book, teachers guide, and syllabus and library resources will also be used as a sources of the data.

3.3 Data collection Instrument

To obtain adequate information for the study the data was collected through questionnaire, interview and document analysis. These instruments were preferred based on the research questions the study attempts to answer.

• **Questionnaire**

The main instrument used in this study is questionnaire. It was prepared to get information from the main respondents of the research- teachers and students. The theoretical background of the study and the researcher's personal experience were used as the base line to prepare the questions. Demographic information about the respondents was also collected through this. The questionnaire was piloted and some amendments were made based on the feedback received prior to the actual distribution.

• **Semi- structured Interview**

Semi-structured interview was also the other data collection instrument. It was used to get the extra information from teachers, the students and school library contact person. As Hancock (1998) explains such an interview involves a series of open ended questions and provides opportunities for both the interviewer and the interviewee to discuss some topics in more detail. The purpose of the interview was to obtain exhaustive information on the practice as well as opportunities provided and factors that impede related with extensive reading. From the study subjects, five teachers, nine students and two librarians participated in the interview.

• **Document analysis**

Documents are important sources of data in many areas of investigation. In this study, it was used to see the relevance of the syllabus, textbooks, and other materials used in classroom and school to promote extensive reading for the development of students reading skills.

3.4 Procedures of Data Collection and Analyses

The necessary data for the research were collected and analyzed in the following procedures. The subjects were grouped into two based on their streams. Then, brief orientation was given about what is meant by extensive reading and about the purpose of the research. Besides, the researcher availed himself to clarify any possible inquiry the students might raise.

After all the necessary data were collected from the research subjects, the data generated from the questionnaire were tallied and frequency and percentage were calculated. In addition, information obtained from the interview were integrated into the quantitative results. The data from documents were also examined and presented qualitatively along with other data in some sections and distinct section in others.

3.5 Ethics

Ethical issues have become increasingly important in research involving human beings. During my research, therefore, the following points were taken into consideration.

- Keeping the participants identities anonymous and their views confidential
- Informing the participants about the overall purpose of the research and its main features.
- Informing the participants that the information from them will be used only when there is a full consent.

Chapter Four

Results and Discussion

The purpose of this research was to investigate perceptions and practice of extensive reading in Medhanialem preparatory School. Its specific concerns were to see the teachers' and students' perception about its relevance, the actual practice, factors that influence the implementation in their context, and the place of extensive reading in the syllabus. This chapter will then present and elaborate on the findings and discuss these issues taking the research questions.

4.1 Perception about the benefits, relevance and likelihood of extensive reading implementation

In this section the students' and teachers' perception about the benefits and the possibility of implementation of extensive reading in their teaching and learning context is analyzed. Naturally the perception students or teachers have about a certain activity or approach determines its acceptance and applicability in the teaching and learning process. As Day and Bamford (1998) implied the motivation students and teachers have is key for the realization of a program that attempts to promote extensive reading programs. Hence, analysis of this view is part of the focus of this research.

4.1.1 Perception about the Relevance of Extensive reading

Table-2 Students' and teachers' perception about the benefits of extensive reading

No	statements		Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
			F	%	F	%	F	%	F	%	F	%
1	Extensive Reading helps to be successful academically	T							2	28.5	5	71.5
		SS			43	58.1	10	13.5	21	28.3		
2	Extensive Reading helps to build confidence with large texts	T							2	28.5	5	71.5
		SS					1	1.3	43	58.1	30	40.5
3	Extensive Reading helps to general language development	T									7	100
		SS					3	4	42	56.7	29	39.1
4	Extensive Reading helps to develop vocabulary	T									7	100
		SS					3	4	42	56.7	29	39.1
5	Extensive Reading helps to develop grammar	T					3	42.8			4	57.1
		SS			15	20.2	32	43.2	12	16	15	20
6	Extensive Reading helps to improve writing Skill	T					3	42.8			4	57
		SS			21	28.3	26	35.1	12	16.2	15	20.2

As can be seen in the above table, six items are listed with statements that show the benefits of extensive reading. For the first two items, all the teachers agreed that extensive reading helps their students to be successful academically and also builds confidence with larger texts [71.5% Strongly

Agree and 28.5 % Agree].The third and fourth item were on the benefit of extensive reading to general language improvement and specific vocabulary development. All the teachers [100%] strongly agree with these statements. The last two items were related to the benefits of extensive reading to enhance grammar knowledge and to develop their writing skill. The teachers responded in a similar way for both items [57.2 % agreed and 42.8 % said they were not sure].

The students were also given similar items to indicate their view on the benefits of extensive reading. Accordingly, more than 95 % stated that it helps to general language development and vocabulary extension. While only 36 % which is less than half of the total student respondents agreed that it helps with writing skill improvement and enhance grammar knowledge. 43.2% were not certain and 20.2% of them stated that it does not help. On the other hand, almost all of them [98.6 %]stated that they believe extensive reading helps to build confidence with the large texts. Its benefit related to helping students to be academically successful received the 28.3 % of students' agreement and 67.5 % of their disagreement.

To supplement this quantitative information, some items were included in the interview both for teachers and students. The teachers explain that extensive reading is beneficial for the students' general language development. Thus, two of the teachers [it might be because the interview is held immediately after they have filled the questionnaire , and recalling

what they have indicated there], explain that they have reservations on its direct benefit for grammar and writing skill development considering their students background. They stated that these have to be taught explicitly with high intensity. The other point mentioned almost by all the teachers is that, extensive reading is especially relevant for students in preparatory program. The reason they stated is that the students are preparing themselves for university education where they are required to read texts which are varied and large. This perceived benefit is similar with what is stated in the syllabus as a general objective of the preparatory level education. It states "One of the main purposes of the second cycle of secondary education (Grades 11 and 12) is to cater for the academic needs of those students who intend to proceed to tertiary education." (MOE, ICDR 2005)

Some teachers also mentioned that if they are accustomed to extensive reading practice, they will easily develop a good reading habit which in turn keeps them away from spending in places where they could learn nothing but bad habits and delinquent behavior. While the students explain the relevance of extensive reading in terms of language development: and expanding their general knowledge. They consider the benefit associated with the way in which they gain information about different issues of the world.

4.1.2. Perception about likelihood of implementation

The other aspect that is explored in relation to perception is teachers' view about the possible implementation of extensive reading approach in the current teaching learning situation. The responses from the questionnaire and interview is presented and discussed as follows

Table-3 Teachers' perception about the likelihood of implementing extensive reading approach in the current teaching environment

No	statements	Strongly Disagree		Disagree		Undecided		Agree		Strongly agree	
		F	%	F	%	F	%	F	%	F	%
1	Implementing Extensive Reading is impossible	2	28.5	5	71.5						
2	Implementing Extensive Reading is possible but difficult							1	14.5	6	85.5
3	For implementation extensive reading should be integrated to the curriculum							7	100		
4	For implementation, Extensive Reading can be included as extracurricular activity			2	28.5			5	71.5		
5	For implementation ,Extensive Reading can be treated as part of the English course (syllabus and text)									7	100
6	It should not be priority in class room practice			2	28.5					5	71.5

The six items in the second section of teacher's questionnaire were devised to elicit information about their view on the possibility and ways of improving extensive reading.

Item first and second were intended to find out if they view extensive reading implementation as impossible or possible but difficult in their context. All [100 %] disagreed with the statement that it is impossible to implement. On the contrary, they all agreed [6 Strongly Agree and 1 Agree] as it is possible but difficult in their context.

Regarding the possible ways of including extensive reading in the teaching and learning process, as can be seen in item three , all [100%] expressed that extensive reading should necessarily be integrated to the curriculum for implementation. Their perception about the possibility of including it as extracurricular activity is also revealed in item number four. 71.5 % expressed their agreement for the view that extensive reading can be promoted as extracurricular activity and 28.5 % disagreed with this view. However, all [100%] agreed with the notion that extensive reading could be treated as part of the existing English subject/ material. The last item was intended to see the teachers' view about the priority extensive reading should get in their classroom practice. For this, the majority [71.5 %] agreed as it should not be a priority and only 28.5 % disagree i.e. they perceive extensive reading as an activity that should get priority in their classroom practice.

In an interview held, the teachers noted that an attempt to include extensive reading as extracurricular will be impractical for it is extra burden and there would be few or no teachers willing to stay in the school and coordinate after their formal working hours ended because they may have personal commitments to do at that time. Hence, we could associate the reason for their disagreement with the possibility of having extensive reading as extracurricular activity

4.2. The Practice of Extensive reading and Opportunities available

The practice of extensive reading approach requires a different role of the teacher from what they are used to in intensive reading or other language teaching aspect. Materials and facilities are also another concern for proper implementation. This section analyzes if teachers and students are engaged in different activities that the approach demands. It also discusses available opportunities in terms of material and facilities.

4.2.1. Teachers' Responses on Class room practice

The existing literature [For instance Day and Bamford 1998] , makes clear that there are a number of activities a teacher should consider in extensive reading approach. One of the objectives of this study was therefore, to find out whether these activities are practiced in their classroom .Table-4 presents teachers responses on how often they practiced the activities to promote extensive reading approach.

Table 4 Activities to promote extensive reading [Teachers' Responses]

	Statements	Almost Never		rarely		sometimes		Almost always	
		F	%	F	%	F	%	F	%
1	I orient students the benefit and techniques of extensive reading			6	85.7	1	14.3		
2	I advise the students to have a habit of reading					2	28.5	5	71.5
3	I Invite visiting speaker to talk in class on books	7	100						
4	I keep records of books from library/elsewhere for the use of extensive reading			5	71.5	2	28.5		
5	I determine students' reading level and recommend lists of books for students to choose from for extensive reading			5	71.5	2	28.5		
6	I bring books to class or take students to library for extensive reading			6	85.7	1	14.3		
7	I keep track of what they read	6	85.7	1	14.3				
8	I engage in reading to setup as role model			7	100				
9	I shares books/ stories I read					2	28.5	5	71.5
10	I make students share what they read for the class	5	71.5	1	14.2	1	14.2		
11	I held discussions with students on books	6	85.7	1	14.3				
12	I asses about their reading problem and assist			1	14.2	4	57.7	2	28.5
13	I give home reading assignments as extensive reading practice			5	71.5	2	28.5		
14	I integrate Silent Reading Programs in class			3	42.8	4	57.1		
15	I prepare a variety of follow-up activities for extensive reading [present form book they read..]			6	85.7	1	14.3		

It is important that students should be aware of the relevance of extensive reading. As pointed out by Day and Bamford (1998) this could help them to be better motivated and develop positive attitude. Item one, two and three in the above table, assess if teachers used different ways to help the students

in this aspect. Then, 85.7 % of the teachers explain that they are rarely and 15 % sometimes engaged in orienting the students the benefits and techniques of extensive reading. While 71.5 % indicated as they almost always advise their students to have a habit of reading and 28.5% show as they did this sometimes. However all of them expressed as they never invited visiting speaker to talk in class on books as motivating strategies for orienting the students.

The second group of questions [item 4-7] was related to the reading material /book and facilities for the students. Their teachers' response for the first question shows that 71.5 % rarely keep records of books and other reading materials for students use and 28.5 % do this sometimes. This figure is the same for the next items that states if teachers determine their students' level and recommend lists of books to choose from. One way of promoting extensive reading could be bringing books to class or taking the students to the library for silent reading. Such activity was least practiced by the teachers. As their response shows except one respondent who said he did it sometimes the rest which is 85.7% explain that they rarely engaged in this activity. Also, 85.7 % of them indicated that they have almost never tried to keep track of what their students read.

Item eight and nine were intended to see if the teachers engaged in reading, held discussions about books and what they read to set up as a role model. For the former, all the teachers stated as they rarely read with the students

to set themselves as a role models. Yet, the majority [71.5%] explained that they almost always share stories or books they personally read in the class and the rest [28.5 %] say they did it sometimes. For item ten i.e. making students share what they read for other students in the class, however the response was different. 71.5 % of them explain that they make this rarely and only 28.5 % state as sometimes or rarely do it .For the last item in this group six teachers which is more than 85.7 % stated as they almost never held discussions on books and other two teachers say they rarely and sometimes do this in their class.

Regarding specific tasks and follow-up activities, item 12 -15 displays the data obtained from the teachers. More than half [57.1 %] explain that they sometimes assess their students reading problem and assist them. Two teachers indicated that they did this always and one teacher said that he did this rarely. The task of giving proper home reading assignments as extensive reading approach is rarely practiced by five teachers and two teachers sometimes do it. In addition, the integration of Silent Reading practice in class is as activity sometimes practiced by about 57.1 % of the teachers. However, it is a rare practice for 42.8 % of them. For the item that states preparing a variety of follow-up activities for extensive reading, 85% of the teachers explain that they prepared it rarely. The rest, which accounts for 14.2 % of the teachers say that they sometimes do it.

In general, regarding the classroom activities, the teachers' responses show that the practice of extensive reading approach is very low. In fact, it seems that the proper practice is almost non-existent in their context.

“What does the teachers' classroom engagement looks like in relation to priority given to Extensive reading relative to other skills?” was also a point raised and the teachers' response is revealed in the next table.

Table 5- Teachers' response in terms of emphasis placed for language skills and sub skills in their Classroom practice

No	Activities	Rank							Total Rank
		1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	
1	Listening					1	2	4	6
2	speaking		2	5					4
3	Reading Intensive]		6	1					2
4	Reading [Extensive]						1	6	7
5	Writing			1	1	2	3		5
6	Grammar	7							1
7	Vocabulary		5	2					3

To see the concern given for extensive reading relative to other skills, the teachers were asked to give ranks .As shown in the above table, it is only grammar that gets the first rank, Vocabulary, intensive reading practice and speaking were the second emphasis for five, six and two teachers respectively. Whereas, extensive reading gets the last two ranks for about 85%

% of the teachers it is their last choice. This shows that extensive reading has received the least emphasis in the classroom practice and more emphasis is given for other skills and sub skills. The total rank also shows that it is the least implemented activity compared with other aspects in the classroom practice.

4.2.2. Students response on classroom practice

Regarding the practice in classroom context, the students were also asked questions that could show the whole picture about the teachers practice. The expected activities listed in the teachers' responses [Section 4.3.1] were reduced into four themes and includes in the students' questionnaire. The students' response to them is presented in this sub section.

Table -6 Students' Response on Classroom Practice

No	statements	Never		Rarely		Sometimes		Almost always	
		F	%	F	%	F	%	F	%
1	The teacher orients students the benefit and techniques of extensive reading and advises to have reading habit.			51	68.9	15	20.2	7	9.4
2	The teacher recommends lists of books to choose from or takes students to library for extensive reading	8	10.8	62	83.7	4	5.4	-	-
3	The teacher is the role model and shares books/ stories he reads or held discussions with students on books			59	79.7	11	14.8	4	5.4
4	The teacher give home reading assignments as extensive reading practice, Silent Reading Programs in class and prepare a variety of follow-up activities for extensive reading			46	62.1	28	37.8		

As the table shows, the first item tries to see if the students were given proper orientation or not. Accordingly, 20.2 % of the students indicated as the teachers did it sometimes and 68.9 % of them said they rarely did it. However, only 9.4% of the students said that their teacher always oriented them of the benefits and techniques of extensive reading. Thus, the response is somewhat consistent with the teachers' that is presented in the above sub section. Therefore, it appears that the students have not been provided with proper orientation on extensive reading.

In the interview held with the students it was understood that it was only about reading habit not extensive reading techniques and its relevance that the teachers sometimes speak about.

The second item was to see if the teachers recommend lists of books to choose from or take students to library for extensive reading. Accordingly, more than 83.7 % of the students indicated that this was a rare activity and 10.8 % of them expressed their teachers almost never did this.

The theme of the third item is if teachers set themselves as a role model through reading with the students, sharing books they read or holding discussions. Again, the majority [79.7 %] of the students expressed it was a rare practice in the classroom. In addition, 14.8 % indicated as their teachers did this sometimes. In the interview also the students also pointed out that some of the teachers read stories/ information from other sources

that are funny or interesting. Besides, two students stated that their teacher told the class what they read.

The fourth item is on tasks and follow-up activities given to the students as extensive reading practice. For this item, 62.1% of the students said as their teachers rarely give such activities. The rest 37.8 % stated the teachers sometimes gave them follow up activities. In the interview some students mentioned as they held silent reading in class. But what they meant was of texts in their book presented for intensive reading approach and no student claimed as they did it for extensive reading. However two students stated as their teacher once or twice gave them copy of a story from newsletter and ordered to recopy for them and read at home. But they stated as they do not exactly remember if the teacher again check it as a serious assignment and give follow up activities..

In general, from the discussions of the findings of the study, it could be realized that the students' response on the practice of extensive reading is consistent with the teachers and shows that extensive reading approach is the most ignored practice in the school.

4.2.3 Opportunities Available

The successful implementation of extensive reading approach requires appropriate and varied reading materials, motivating setting and activities which are different from the practice customary to teaching other language skills. From the interview and analyzed documents there exists opportunities in the school that facilitates extensive approach application.

The school library has a system of organizing books in two reading halls reserved for students in social science and natural science streams. It is well furnished with books which are properly placed in more than hundred shelves. There are about one thousand and two hundred books that can be exploited for teaching extensive reading approach and many books which belong to fiction and literature categories are shelved in both halls. Among the books in the fiction category some are young adult literatures with different titles which I suppose are fit to the students in preparatory level. As Day and Bamford (1998) states such books are particularly suitable for extensive reading as the books are relatively short and have straightforward plot.

In the interview held with the teachers, it was learned that there is possibility for the purchase of books and order of magazines and newsletters. Each year, some amount of money is allotted for such purpose as part of the department activities. From the documents, I also understood that the school still purchase some newsletter and place them in the library.

In addition the department has got a separate room where only English teachers use it as a staff and meeting room. In the very room, as two of the interviewed teachers explained there were books that the school library gave to the department and teachers used the books for classroom reading program. Although no one knows the whereabouts of those books, he further noted as the facility is still available. If the department is able to reestablish this system, it will lend itself as a response to a common question of extensive reading material organization i.e. where to place the materials for easy access for the students and the teachers, as raised by Day and Bamford (1998). If the materials are in the hands of the department, the teachers will be encouraged to circulate in different classes. Day and Bamford (ibid) mentioning the shared experience of a Japanese English teacher, state, such an approach is motivating for the students and example of the principle of starting small when setting up an extensive reading program.

This trend together with the possibility of book purchase by the department budget can be considered as opportunity to start extensive reading program in a structured way.

4.3 Factors affecting Extensive Reading approach

A number of factors might influence the implementation of extensive reading. As discussed in the review of literature presented in chapter three, the factors could be teacher related, student related or materials and facilities.

4.3.1 Teachers' Response on the factors

In this section teachers' response on factors that affect the implementation of extensive reading in their context is discussed.

Table 7 Factors affecting extensive reading approach as teachers respond

No	Possible Factors	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
		F	%	F	%	F	%	F	%	F	%
1	Lack of materials in the school library			3	42.2			4	57.1		
2	Number of students in class			2	28.5			4	57.1	1	14.3
3	The students' motivation is low							1	14.3	6	85.7
4	Insufficient time					2	28.5	5	71.5		
5	Low language proficiency of students					2	28.5	5	71.5		
6	Pressure on teachers to conform and complete syllables and Textbook							1	14.3	6	85.7
7	Texts are culturally remote			2	28.5	4	57.1	1	14.3		
8	Exam oriented school system							1	14.3	6	85.7
9	Lack of professional skills	1	14.3	6	85.7						

The teachers' response presented in the above table shows that three factors appear with highest frequency. Low students' motivation, Pressure on teachers to conform to and complete syllables and Textbook, exam oriented school system are considered by teachers as the most pressing factors that influence extensive reading implementation .For each item, all teachers expressed their agreement as a factor that hinders the implementation with 85.7% Strongly Agree and 14.3 % Agree] .Insufficient time and low language proficiency of the students is also indicated by 71.5 % of the respondents. Thus more than three fourth of the teacher regarded it as a hindering factor by teachers and only two respondents did not decide. Item number one states if lack of materials in the school library is a problem for the teachers. Accordingly, 57.1 % of them agreed and almost equivalent number of respondents, i.e. 42.2 % disagreed. Yet, only one respondent considered the texts are culturally remote and are factors. But, two teachers disagreed to it. The majority of the respondents, however, say it is difficult for them to decide. Large number of students in the class was also regarded by 57.1 % slightly more than half of the teachers as a factor. In fact, another agreed to it. But, 28.2 % did not consider it as a factor. However all teachers [14.3 % SD and 85.7 % D] disagreed for the point that states teachers lack of professional skill is a factor.

The post-questionnaire interview with teachers confirmed this. Most teachers stated that the major challenge is the students are not motivated to be wholeheartedly engage in extra reading tasks and do not have the basic

language skill to interestingly read for pleasure. The majority are negligent even for other text book based requirements. Those who are better in their performance also prefer to focus on only examination related points than free reading practice with their own concern. One of the teacher remarked that there are no enough appropriate materials in the school and even in the market to choose from for his student's level.

4.3.2 Students' response on the factors

In the table below five areas are identified and presented for the students to express their agreement or disagreement if they are taken as a factor that influence extensive reading practice.

Table -8 Students' response on possible factors that affect extensive reading

No	Statements	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
		F	%	F	%	F	%	F	%	F	%
1	At home there is no good environment for extensive reading	53	71	14	18.9	7	9.4				
2	My parents does not allow me to read other than school subjects			12	16.2	21	28.3	41	55.4		
3	I have no free time to read					35	47.2	39	52.7		
4	I can not get books as of my level and Interest in school library			29	39.1			45	60.8		
5	I can not borrow books from the library			29	39.1			45	60.8		

Concerning the first item, that implies if their home environment is not conducive for extensive reading the majority [90.4 %] disagreed and only 9.4 % could not decide The students' response for the second item is different from the first. Considerable number of students [55.4 %] agreed, 28.3 % were not sure and some [16.2 %] disagreed for the point that parents do not allow to read other than school subjects. For the item that states shortage of time as a factor is agreed by 52.7 % of the students and 47 % could not decide. The last two items on access to books as of their level and not being able to borrow books from the library were agreed by 60.8 % of the students and other 39.1 % indicated their disagreement in a similar way.

4.3.3 Reading Habit as a factor

Reading habit has been raised by different scholars as one of the factor that facilitate the promotion of extensive reading practice. This sub section presents teachers' and students' response on their reading habit

Table -9 Teachers' and students' preference leisure time activities in Rank

	Activities		Rank			
			1 st	2 nd	3 rd	4 th
1	Playing/Chatting with Friends	TR	3	3	1	
		SS	15	38	21	
2	Listening to Radio / music or watching TV/films	TR	4	3		
		SS	21	30	19	4
3	Reading Books, Newsletter, magazine	TR	1	1	4	1
		SS	11	4	15	44
6	Playing/ watching football/ sports	TR	2	2		3
		SS	38	15	11	10

The teachers' and students' revealed that they are occupied by various activities than reading in their leisure time .As shown in the above table , the number of teachers who prefer reading[as 1st or 2nd choice] as leisure time activity is far less than all activities. Sport and other games are their prior preference. Only one teacher out of seven prefers reading as his first choice of leisure time activity.

As the table shows, eleven students out of seventy-four take reading as their 1st leisure time activity. Almost 60 % of the students show that it is their last choice. The activities that students prefer most as leisure time activities are watching films and home video and music. Even the number of students who have a strong preference for watching films and listening to music slightly exceeds those who prefer reading.

In the interview too, the same idea was reflected both by the teachers and the students. Almost all male students in the interview states as they are more obsessed by sport specially soccer issues and definitely go for it in their free time. One student appearing to be funny said "if I am to read at all it is about sport and....are there sport newsletter in English". The females however mentioned that they spent their free time playing with family and friends. In the interview with teachers, it was found that they are occupied more of with social or religious affairs in their free time.

From the responses, one can conclude that reading is not of the prior leisure time activity both for the teachers and the students. Especially the

trend with teachers can affect extensive reading for scholars like Nuttall ,Bright and McGregor in Day and Bamford (1998) state the teacher's own enjoyment of books,.. and daily interest are of greatest importance. A teacher who does not read can hardly inspire others to do so.

4.4 Extensive Reading in the syllabus and text books.

The English curriculum guide for Ethiopian schools is designed at federal level by Institute of Curriculum Studies and Research at Ministry of Education. The syllabus for preparatory-I [Grade 11] from which the students' text and the teachers' guide used in [2010/11] academic year are prepared based on the syllabus prepared in May 2005.

The syllabus includes the general objectives of preparatory program, and grade level objectives, the students' profile with lists of selected and ordered language items to be taught in the grade level.

As the document states, the general objective of the second cycle of secondary education [p-I and II] is to cater for the academic needs of those students who intended to proceed to tertiary education. The grade level objectives also lists, among others, "... the students should be able to read a wider range of English texts for information and enjoyment" (page ii). The same concept is indicated in the students' profile (page iii) as students are expected to gain sufficient mastery of language skills including to read for information and enjoyment.

There are fourteen unites for prep I and each unit contains six sections in which the skills are dealt. The table below presents language skills listed in the syllabus.

Table 10 skills and period allotment in the syllabus

	Skills	Total number of Periods allotted	Per [%]	Rank
1	Reading [intensive]	28		4th
2	Vocabulary	14		6th
3	Grammar [Revision]	29		3rd
4	Speaking	43		1st
5	Listening	19		5th
6	Writing	37		2nd
	Total	170 Periods		

As the table reveals, extensive reading approach is not addressed in the syllabus as part of language development aspect in any of the units. There is no specific period allotted for such practice and even for intensive reading aspect, only 16% of the total periods is given.

Thus, when the general objectives or the students profile is considered with the contents and period allotment in the syllabus, it seems that there is some kind of discrepancy. The objective states that the students should be able to read a wider range of English texts for information and enjoyment. Logically, this is attained by extensive reading approach. On the contrary, there is no any inclusion or suggestions for possible practice of the approach in the syllabus.

Chapter Five

Summary, Conclusion and Recommendations

The aim of the research was to investigate perception and practice of extensive reading in Medhanialem Preparatory School of prep-I program. In order to frame the research focus, the following research questions were raised.

1. How do teachers and students perceive the relevance and practice of extensive reading?
2. Does the syllabus and text book contribute for teaching extensive reading approach?
3. What opportunities and practices are available for extensive Reading in the school?
4. What factors impede extensive reading practice?

The results in chapter four have been presented to respond to the four research questions of the study. This chapter attempts to present brief summary with the conclusion and possible recommendations.

5.1 Summary and Conclusion

Extensive reading plays significant roles in language development and academic successes of the students. The purpose of this study was to assess the perception teachers and students held about extensive reading approach and the practice in their teaching learning context.

The finding on teachers' and students' perception of the relevance of extensive reading shows that the benefits are positively viewed both by teachers and students. The teachers view on the relevance extensive reading approach is compatible with what researches in the area come up with as benefits of extensive reading. However, the view reflected by the students on the relevance is not inclusive of all the potential benefits of extensive reading that would motivate them to engage in it with their utmost efforts. Besides, the students' views seem to emerge from intuition not from organized orientation or awareness creation program provided in the school.

Albeit this view that shows their understanding of its relevance, extensive reading could not be practiced in the school. The practice is far from satisfactory due to reasons partly factual partly misperceived circumstances which are assumed to be hindrances. Considering the materials and facilities, it is difficult to say that the students and teachers are fully aware of the available materials, specifically books, in the school. Although some are of beyond the level of the students, there are still many which could be used by the students. There is also option to communicate the department and buy reading materials like newsletters and magazines for students use. The library setting and the school compound also contribute for creating conducive environment for extensive reading. However all these has not yet been realized by the teachers and the students as an opportunity for setting extensive reading program in the school.

The contributive factors that are perceived by teachers and students as influencing the implementation of extensive reading in the school context are related mainly with motivation and available materials. The teachers' motivation is an important element. Indeed, teachers are primary agents especially in a situation where there is a need to start the program from the scratch. From the forgoing analysis and discussions it could be concluded that the teachers lack of initiative to extensive reading as a main reason for why extensive reading practice is ignored. Also, low motivation and habit of reading on the part of the students are liable. Factors like pressure on teachers to conform to syllabi and text books and the fact that extensive reading is not linked to the syllabus and text books comply with what Alan (2009) discusses as factors that teachers worldwide mentioned being the reason why they do not use extensive reading more often. The teachers perceive their students' language competence as too much far from what is expected from their level. This by itself could discourage the teachers from designing extensive reading approach that they felt appropriate for the grade level.

The place of extensive reading in the syllabus is simply a mere indication of its significance by stating as a relevant objective of the preparatory program. This shows that much is left for the class room teachers to design their own mechanisms to achieve this objective. The literature shows extensive reading could be put in to practice through varied ways.[Day and Bamford 1998]. Therefore, from what have been discussed, it could be possible to

conclude that extensive reading approach can be implemented in two ways in the context of the school: as extracurricular activity and or part of the English subject linked with some sections. This has to be done in an organized way through a team in the department and school administration.

5.3 Recommendations

In light of the research findings, the following recommendations are forwarded.

- Since extensive reading approach is relatively the least recognized aspect in language teaching and is influenced by the knowledge students have about its relevance, the department should organize programs to create awareness about the benefits, especially its link with their academic achievement.
- The practice of extensive reading could be realized if there is strong initiative among the primary stake holders especially teachers. Hence, teachers' lack of initiation and the gap between their perception and practice should be filled by ongoing reflection and discussions in the department level.
- It is also important to note that it is only when the workload is lightened that teachers can engage in activities which require extra effort. In line with this, the school administration should involve in reconsidering load and other tasks for teachers who are genuinely involved in coordinating and facilitating extensive reading program.

- The syllabus [text books] does not entail extensive reading in a way that gets attention as of other language teaching aspects. Hence, teachers should integrate it into the regular English instruction and the English department should implement it as extracurricular activity.
- Alan (2009) suggests if availability of materials appears as a problem it can be overcome by determined administration and teachers through contact for charities. In the context of the school, the department should avail the opportunity of service that the alumni office [present in the school compound with most of the members are from diaspora, engaged only in assisting some students with material support] stretches to get assistance for materials and startup extensive reading program
- Teachers, students and the school administration should get involved in starting up extensive reading program. Without such relentless effort, the likelihood of its implementation would be far from reality. The English department should also take the initiative to exploit available opportunities to coordinate all parties and create a reading community in the school.

Bibliography

- Alan ,M.(2009). Extensive Reading and the Foreign Language Learner'
Retrieved from <http://www.extensivereading.net/er/biblio2.html>
- Bell, T. (1998). Extensive Reading: Why? And How? *The Internet TESL Journal*.
Vol. IV, No. 12. Retrieved from <http://iteslj.org/Articles/Bell-eading.html>
- Brown,D.(2007) Teaching by Principle: an Interactive approach to language
Pedagogy. Pearsons Education.Pub.
- Byrnes,H. (1998) .In *Modules for the professional preparation of teaching
assistants in foreign languages* (Grace Stovall Burkart, ed.; Washington,
DC: Center for Applied Linguistics,) Retrieved from Internet on Feb,
21,2011
- Day,R, and Bamford ,J.(1997) **Extensive Reading in The second Language
Classroom**.Cambridge:CUP
- Day and Bamford, (2002). Top ten Principles for Teaching Reading. Reading in
A Foreign Language Vol,14, Number 2.
- Day RR & J Bamford (1998). '**Extensive Reading in the Second Language
Classroom**'.Cambridge:CUP
- Donugh J and Christopher S.(2003).**Materials and methods in ELT**.(2nd
Ed).UK. Black well.
- Elley, W. B. (1991). 'Acquiring literacy in a second language: The effect of book-
based programs.' *Language Learning* 41/3: 375-411.
- Hancock,B.(1998). An Introduction to Qualitative Research. University of
Nottingham. Trent focus group.
- Handoyo ,P.(2007) Extensive Reading in an ESL class in the United states:
Some good points, Reflections on English Language Teaching Vol.7,no.1
pp 71-

Harmer, J (2007). **How to teach English. England.** Pearson Educational Ltd.

Harsch & One (2004)

Hedge, T. (2000). *Teaching and learning in the Language Classroom.* Cambridge. C.U.P.

Nation, P. (1997). *The language Teaching Benefits of Extensive Reading.* The Language Teacher .Retrieved From Internet.

Nelly (2007). **Extensive Reading Students' Performance.** Retrieved from <http://www.extensivereading.net/er/biblio2.html>

Nunan, D (1989) **Understanding Language Classroom. A Guide for Teacher Initiated action.** London: Printce Hall

Nuttal, C, (1996). **Teaching Reading skills in a foreign Language.** Great Britain. Heinmann Pub.

Nuttall, Christine (1982) *Teaching reading skills in a foreign language,* London: Heinemann Educational Books.

Richard, J (ed). 1998. **Extensive reading in second Language.** CUP. UK.

Ruddel, M. R 1999. **Teaching Content Reading and Writing.** Newyork: John W and Sons Inc.

Ur, P. (1996). *A Course in Language Teaching.* Cambridge. C.U.P

Waring, R. (2006). 'Why Extensive Reading should be an indispensable part of all language programmes'. Retrieved from <http://www.extensivereading.net/er/biblio2.html>

Williams, R. (1986). 'Top ten' principles for teaching reading. *ELT Journal*, 40, 4245.

Appendix 1
Addis Ababa University

Graduate studies Program

Department of foreign Language

Questionnaire for English Teachers

Dear Teachers,

At present, I am conducting a research on Extensive Reading perception and practice. This questionnaire is designed to collect relevant data for the study. Thus, your response will have much contribution to the success of the research.

You are therefore, kindly requested to read each item carefully and give your genuine responses. I would like to assure you that all information would be confidential and used for the research purpose.

You are not need to write your name. Thank you for your time

Part- I. General information

1. Qualification _____ Sex _____
2. Experience Teaching in general _____
Teaching in Preparatory classes _____

Part –II Leisure Time Activities

Which activities do you do most in your Free Time [Rank them from 1-6] You may add more activities and include in ranking.

	Activities	Rank
1	Playing/Chatting with Friends	
2	Listening to Radio / or watching TV/	
3	Reading Books, Newsletter, magazine	
4	Playing/ watching football/ sports	
5	music and films	

Part III. The following statements refer activities in extensive reading approach. Please show how frequently you practiced in your class room. Put [✓] mark in the box

		Almost Never	rarely	sometimes	Almost always
1	I orient students the benefit and techniques of extensive reading				
2	I advise the students to have a habit of reading				
3	I Invite visiting speaker to talk in class on books				
4	I keep records of books from library/elsewhere for the use of extensive reading				
5	I determine students' reading level and recommend lists of books for students to choose from for extensive reading				
6	I bring books to class or take students to library for extensive reading				
7	I keep track of what they read				
8	I engage in reading to setup as role model				
9	I shares books/ stories I read				
10	I held discussions with students on books				
11	I make students share what they read for the class				
12	I asses about their reading problem and assist				
13	I give home reading assignments as extensive reading practice				
14	I integrate Silent Reading Programs in class				
15	I prepare a variety of follow-up activities for extensive reading [present form book they read..]				

Part- IV. The following statements refer to benefits of extensive reading Show to what extent you agree or disagree with the statements. Put [✓] mark in the box.

Part-V The following statements refer to the factors that affect Extensive reading approach. Show to what

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	Extensive Reading helps students to be successful academically					
2	Extensive Reading helps students to build confidence with large texts					
3	Extensive Reading helps students to their general language development					
4	Extensive Reading helps to develop vocabulary					
5	Extensive Reading helps students to develop grammar					
6	Extensive Reading helps students to improve writing Skill					

extent you agree or disagree with the statements. Put [✓] mark in the box

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	Lack of materials in the school library					
2	Number of students in class					
3	The students' motivation is low					
4	Insufficient time					
5	Low language proficiency of students					
6	Pressure on teachers to conform and complete syllables and Textbook					
7	Texts are culturally remote					
8	Exam oriented school system					
9	Lack of professional skills					

Part- VI. Rank the listed aspects of language in terms of emphasis Placed in the text and your classroom practice.

	Activities	Rank
1	Listening	
2	speaking	
3	Reading [Intensive]	
4	Reading [Extensive]	
5	Writing	
6	Grammar	
7	Vocabulary	



Appendix 2

Addis Ababa University

Graduate studies Program

Department of foreign Language

Questionnaire for students

Dear students,

At present, I am conducting a research on Extensive Reading perception and practice. This questionnaire is designed to collect relevant data for the study. Thus, your response will have much contribution to the success of the research.

You are therefore, kindly requested to read each item carefully and give your genuine responses. I would like to assure you that all information would be confidential and used for the research purpose.

you are not required to write your name.

Thank you for your time

Part- I. General information

1. School _____
2. Grade and Section _____
3. Stream [tick ✓] Natural Science social Science
4. Sex _____

Part -II Leisure Time Activities

Which activities do you do most in your Free Time [Rank them from 1-6]

	Activities	Rank
1	Playing/Chatting with Friends	
2	Listening to Radio / music or watching TV/films	
3	Reading Books, Newsletter, magazine	
4	Playing/ watching football/ sports	

Part-III .The following statements refers activities in extensive reading approach. Please show how frequently they are practiced in by your English teacher. Put [✓] mark in the box

		Always	sometimes	rarely	Never
2	The teacher orient sstudents the benefit and techniques of extensive reading and advises to have reading habit.				
3	The teacher recommends lists of books to choose from or takes students to library for extensive reading				
4	The teacher is the role model and shares books/ stories he reads or held discussions with students on books				
5	The teacher gives home reading assignments as extensive reading practice, Silent Reading Programs in class and prepare a variety of follow-up activities for extensive reading				

Part-IV. The following statements refer to benefits of extensive reading Show to what extent you agree or disagree with the statements. Put [✓] mark in the box.

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	Extensive Reading helps to be successful academically					
2	Extensive Reading helps to build confidence with large texts					
3	Extensive Reading helps to general language development					
4	Extensive Reading helps to develop vocabulary					
5	Extensive Reading helps to develop grammar					
6	Extensive Reading helps to improve writing Skill					

Part-V The following statements refer to the factors that affect Extensive reading approach.

Show to what extent you agree or disagree with the statements. Put [✓] mark in the box

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	At home there is no good environment for extensive reading					
2	My parents does not allow me to read other than school subjects					
3	I have no free time to read					
4	I can not get books as of my level and Interest in school library					
5	I can not borrow books from the library					
6	At home there is no good environment for extensive reading					

Appendix 3

Interview guide questions

[For teachers]

1. How do you describe your reading habit? In terms of material, time priority language...
2. Are there any initiatives to introduce extensive reading in the school?
3. What challenges and opportunities do you see in the school to promote extensive reading?

Related with

- Students
- Time
- Facility
- Administration concern ...

4. Are there reading clubs or other extracurricular activity to promote extensive reading?

If [not] why do you think there are no?

5. How do you see the benefits of extensive reading to your students?
[Considering their background and other factors].
6. Do you believe that extensive reading should be part of English curriculum? Why?
7. In your opinion, what roles does the teacher play in extensive reading approach?

Appendix 4

Interview Guide questions

(For Students)

1. Is reading your leisure time activity?

If yes

- What do you read books, fiction, magazines, news papers....
- Are the materials in English or in your local language

If not

- What reasons are there for not reading
- In your leisure time

2. What benefits do you see in extensive reading?

3. In your view, what factors affects the practice of extensive reading?

- School Related
- Home related
- knowledge related

4. Did your English teacher give orientation about extensive reading?

How did he give you through the practice?

5. Have you read (covered) the reading passages in section 7 of your English text book?

How did the teacher help you with it?

Did he give you supplementary reading texts?

6. Do you use the school/other library for extensive reading?

- Are there enough materials?
- Are the books accessible to you to choose from?
- How is the library book borrowing system?

Declaration

I, the undersigned, declare that this thesis is my work and that all sources of materials used for this thesis have been dully acknowledged.

Advisor's Name: _____

Signature: _____

Name: Abinet Mengiste

Signature: _____

Place: Institute of Language Studies Addis Ababa University

Date of Submission: November 01/2011