

The Inclusion of Extensive Reading Texts in Grade 11 Ethiopian Students' English Textbooks and EFL Teachers' and Students' Awareness of Using It: Sayilem Secondary School in Focus

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Abstract:

The main objective of this study was to investigate the inclusion of extensive reading texts in Ethiopian Grade 11 students' English textbooks and EFL teacher' and students' awareness of using it. A descriptive research design which consisted of first collecting quantitative data and then collecting qualitative was used. There were four data collection tools employed in this study: a questionnaire, an interview, classroom observations, and document analysis. The first three tools were used to measure EFL teachers' and students' awareness of the extensive reading included in the English textbook. The document analysis was used to check to what extent extensive reading texts were included in the grade 11 English textbook. A simple random sampling method was used to select one hundred one (101) students to respond to the questionnaire. Thus, the results of the questionnaire and the interview showed that most students and teachers have awareness regarding the benefits of extensive reading in most aspects even though the practice is not satisfactory. Finally, the overall findings of this study showed the majority of teachers and students had an awareness of the benefits of extensive reading. However, the study conversely revealed that there is a clear mismatch between what the teachers and students are aware of extensive reading and what they practice inside and outside of the classroom. Therefore, the researcher recommends there should be collaboration among syllabus designers and teachers to assess the gap that English language textbooks have about extensive reading, teachers should encourage their students to read different materials in the classroom.

Keywords: inclusion of extensive reading texts, extensive reading, awareness

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I. Introduction

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

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

Learning to read contributes greatly to writing skills, vocabulary development, comprehension, fluency, and general self-confidence (Bell, 1998). In the process of learning a target language, various strategies for reading have been employed. One of the strategies, i.e., extensive reading as an approach to learning reading, is based on the principle that people become good readers by actually reading any material written for authentic purposes. The goal is an engaging, enjoyable experience that spreads little obvious effort and defines enjoyable reading. The focus is on meaning, not language; and enjoyment, not study (Day & Bamford, 1998). In addition, Nuttall,

C.E., 2005: 168) states "The best way to improve one's language skills is to go and live amongst its speakers, but the next best way is to read extensively in it".

The results of some studies have shown that extensive reading can improve students' English language skills. First, a report by (Salameh, 2017) that examined the effects of extensive reading using documentation, found that the EFL reading position had a positive effect on various aspects, and the results have shown that extensive reading can improve students' reading speed, writing skills, it increases students' motivation to study English. At the same time, many studies and experts say extensive reading is very important in the teaching and learning of EFL because it is one of the ways to use reading as a pleasure, and thus, students will enjoy reading (Day, R., & Bamford, J. 1998).

The purpose of extensive reading to help students become competent and prepared readers in the target language appears to be an appropriate option to complement current teaching instruction. Therefore, this study investigates the inclusion of extensive reading texts included in grade 11 Ethiopian students' English textbooks and EFL teachers' and students' awareness of using it and it will have practical implications to examine gaps and identify areas of intervention that eventually lead to promote students reading skills.

1.2. Statement of the Problem

The present study mainly focused on investigating the inclusion of extensive reading texts included in grade 11 Ethiopian students' English textbooks and EFL teachers' and students' awareness of using it. It is a fact that the English language plays an important role in our country's education. It has long served as a tool for education in Ethiopian schools. In our context, Ethiopia, English is being taught as a subject starting from grade one up to secondary school. However, as indicated by Atkins, J. Hailom Banteyrga, and Nuru Mohammed (1996), the student's level of understanding of the messages of written texts in this target language and using it for communication in their personal and academic lives has shown unsatisfactory standards.

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

According to Iwahori (2008), several studies have shown that extensive reading is very useful for language learning, including English as a foreign language (EFL) or English as a Second Language (ESL) context. However, still, there is a lack of research on the use of extensive reading because most of the reading instructions in different levels of school are dominantly adjusted to intensive reading (Kothari, C.R., 2006). To fill the gap, the present study is intended to investigate the inclusion of extensive reading texts included in grade 11 Ethiopian students' English textbooks and EFL teachers' and students' awareness of using it.

In addition to this, Salameh (2017) has conducted research that investigates the effect of extensive reading on EFL learners' reading attitudes. The result indicated that even though the majority of the EFL learners didn't like reading in English at the beginning of the semester for it was their first experience, most of them had responded positively towards extensive reading after fifteen weeks of extensive reading implementation. Salameh's (2017) study is different from the present study in its objective, method, instruments of data collection, and setting. In terms of objectives, this study is different because the objective of Salameh's (2017) study aimed at investigating the effect of extensive reading on EFL learners' reading attitudes. In terms of method, the current researcher used both mixed research methods while the previous one is experimental. In terms of data collection instruments, the present researcher used questionnaires, interviews, classroom observation, and document analysis to respond to the research questions in a better way. The researcher used document analysis to find out the inclusion of extensive reading texts included in English language textbooks. Finally, to get first-hand information from teachers, the current researcher used semi-structured interviews. In addition, the present study is different from the previous researcher's study because of its setting. , the previous researcher's setting was in university whereas the current one is in the secondary school where the researcher has an experience of observing the teaching-learning process and problem. However, suggesting the significance of extensive reading in promoting reading skills in EFL or ESL contexts makes both studies similar.

Moreover, Ferdila, R. (2004) has also investigated the benefits of using extensive reading in teaching reading as well as students' attitudes towards it. This particular experimental research has concluded that using extensive reading helps to build students' perspective that reading is a fascinating activity, creates an enjoyable learning atmosphere, helps students to develop a wide vocabulary, improves students' reading comprehension, and increases students' motivation in reading. On the other hand, the (Ferdila, R. 2004) study is experimental while the present study is mixed to respond to the research questions. Besides, the present study utilizes

document analysis as an additional instrument for data collection whereas Ferdila, R. (2004) did not use such an instrument. However, conducting in a secondary school setting and signifying the significance of extensive reading in an EFL or ESL context makes the two researchers similar. Therefore, the motivation for this study came in part from recognizing this gap in the literature.

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

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

1. To what extent are extensive reading texts included in the grade 11 English languages textbook?
2. To what extent are EFL students and teachers aware of extensive reading strategies?

1.3. Objectives of the study

The study has the following general and specific objectives.

1.3.1. General Objective

The general objective of this study was to investigate the inclusion of extensive reading texts included in grade 11 Ethiopian students' English textbooks and EFL teachers' and students' awareness of using it.

1.3.2. Specific Objectives

The specific objectives of the study were:

1. To identify the inclusion of the extensive reading texts included in the English language textbook for grade 11 students
2. To examine EFL student's and teachers' awareness of extensive reading strategies

1.4. Significance of the Study

The researcher aimed to investigate the inclusion of extensive reading texts included in grade 11 students' English textbooks and EFL teachers' and students' awareness of using it. Thus, the findings of this study have the following significance. First, contributes to inspiring learners to improve their knowledge about the advantage of extensive reading and to get more engaged in extensive reading. It also contributes to direct participants of the secondary school English teachers, and students so that they can appropriately use the strategies. In addition, it increases the awareness of teachers, the school, and other concerned bodies of what should be done to promote extensive reading practices. Moreover, the finding of this study will help to identify the place of extensive reading in the Ethiopian EFL curriculum and to give an appropriate emphasis on extensive reading to successfully implement at secondary schools. Finally, the findings of this study would be used to promote the effective use of extensive reading strategies in English language classes and also used as foot stone for other researchers who want to conduct further research on the area.

1.5. Scope and limitation of the study

In this study, an attempt was made to investigate the inclusion of extensive reading texts included in grade 11 students' English textbooks and EFL teachers' and students' awareness of using it. Geographically, to make the study manageable it was delimited to the southwest region which is located about 308 km South of Jimma in

Kaffa Zone, Sayilem Woreda. The selection of the school was purposive. The school was selected because of its accessibility to the researcher on the proximity and the researcher had worked at the school as a teacher for two years. As a result, the school is cooperative with him. In addition to the above, it was delimited to English language teachers and students of Sayilem Secondary School. The study, therefore, was delimited to the inclusion of extensive reading texts included in grade 11 students' English textbooks and EFL teachers' and students' awareness of using it. To come up with a good conclusion in line with addressing the underlying constraints related to the title in focus, the researcher selected a specific language skill and feasible area of study. This further helps the researcher reserved from unexpected time wastage and finance expenditure. This study has got some limitations. Primarily, it is worth keeping in mind that the sample size of the study was limited to only 4 teachers and 101 students selected from Sayilem secondary school. For this reason, it can be said that the study is limited to only one high school teacher and students, which makes it difficult to generalize the results to all educational settings.

It would have been better and more effective if the number of respondents had been more than this sample to get more reliable data. Besides, students' interview was not conducted. Moreover, the coronavirus (Covid 19) was another challenge that affects the researcher during the data collection. The above-mentioned problems were the limitations of this research work that occurred because of constraints of finance, time, and capacity.

2. Review of related literature

2.1. The inclusion of extensive reading in English language textbook

According to Hutchinson and Torres (1994; cited in Brown, H.D. (2007) textbooks have been the cornerstone of many teaching programs and in many cases are adopted or become part of the curriculum. They are effective agents for change because they allow innovation, which is inevitably wasteful and destructive, to be introduced in an informed and structured way.

Textbooks can help make reading an integral part of it. Extensive reading should also be incorporated into the textbook as this will help you overcome many of the problems of extensive reading that are prompting more institutions and teachers to adopt it. Various concerns have been expressed that fall into two broad categories: doubts about the legitimacy of extensive reading and concerns about the practicalities of setting up an extensive reading program (Brown, H.D. 2007). However, textbooks almost completely ignore extensive reading. With some exceptions, most textbooks do not mention extensive reading, which means that it is up to individual teachers and institutions to convince others to believe in their strengths, integrate them into the curriculum, and deal with the real situations involved.

In addition, it can directly encourage students to read extensively with the recommendation that they. Many textbooks today include study tips and advice, and occasionally extensive reading may be mentioned. In addition, Brown, H.D. (2007) suggest that what they call easy English books or journals can be read in their "related" sections, and the teacher's guide illustrates what applies to this extensive reading. However, in the vast majority of books, this simple recommendation is not interestingly available. Of course, such advice is unlikely to work without additional support alone. A more effective way for textbooks to stimulate large amounts of reading is to show students activities directly that allows them to start reading or discuss their reading habits. All major publishers of ELT textbooks publish a series of rated readers, and the textbooks can include some of these readers or encourage students to read.

2.2. The Concepts of Reading

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

Grabe, W. (1991) describes reading as the reader who learns something from what he/she reads and incorporates it as part of the lesson in the educational context. In the classroom, some teachers use textbooks as a tool to incorporate textbooks. For Stager, R. (1973), it is the communication between the reader and the writer, in which the message of the first part must be understood and then decoded. Also, it is a powerful way for the reader to communicate before receiving the textual information from the reader.

From the above definition, we understand that reading is one of the most effective tools for developing fluency. It plays an important role in language learning, determining student achievement in academic learning and personal development. It also improves students' ability to speak. Nuttall (1996) argues that, if used effectively, reading can lead to the development of other language skills. More importantly, in an educational

context where a foreign language serves as a means of teaching at the high school and tertiary level, such as in Ethiopia, the role of reading skills is important in the academic career of students.

2.3. Teaching reading

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

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

2.4. Learning Reading

Brown (2000) stated that learning is acquiring or getting knowledge of a subject or a skill by study, experience, or instruction. This is the result of a relatively permanent change in behavioral orientation and strengthened skills. In addition, learning is an activity to gain knowledge, skills, and experience in studying the subject. In learning reading, students must make more effort to gain information and understand the ways of the text. Based on the above statements, it can be concluded that learning reading is a process that students understand in obtaining textual information. Students can succeed in learning reading if they receive information and understand the text. In addition, the reader should have good skills to understand the text; the reader should know how to bring their knowledge to understand the meaning of the text.

2.5. Reading Strategies

Many pieces of evidence have shown the importance of reading strategies and their effective role in exchanging and developing reading comprehension. Reading strategies instruction is indeed very effective for learners who show a lack of knowledge in the domain of reading as well as those with lower reading skills and assume they are strongly needed for this kind of learner (McNamara, 2007).

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

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

2.5.1. Cognitive Reading Strategies

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

2.5.1.1. Skimming

Sometimes we may have to get an impression of the message in a text quickly without having to read every word. When we do this, we say we are skimming. Skimming means moving the eyes rapidly over a page to get a general idea of what the text is about. We focus on certain keywords, phrases, or pictures to gain an idea of the content and organization of the text. In addition, Lio, G. (2011) defines skimming as a reading technique in which the reader quickly reads the text and gets the main idea, they repeat the entire section. Readers do not need to pay attention to details. Similar to Lio, Nuttall (1996) argued that skimming refers to a closer look at a text to

determine its meaning. So, skimming is a quick way to understand the meaning of a passage. It also allows readers to anticipate the purpose of a passage, the main topic, or the message, and perhaps others develop or support ideas.

2.5.1.2. Scanning

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

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

2.5.2. Meta-cognitive Reading Strategies

Meta-cognitive reading strategy is strategies that help students control or monitor cognitive strategies. They are critical thinking theories and are defined as planned, targeted, and future that can be used to achieve cognitive functions (Salataki & Akyel, 2002; Hedge, T. 2003). In addition, metacognitive strategies differ from cognitive strategies in that they cover many areas of learning and cognitive strategies can be integrated into the learning environment so that students who know what to do when faced with learning difficulties utilize strategies for recognizing what they should do. Metacognitive strategies indicate one's thinking and can facilitate more learning and developed performance, especially among students who try extremely hard to understand the written context.

2.5.2. Social Reading Strategies

Social strategies refer to how learners interact with other people in the context of learning languages and related cultures. Social strategies include, among others, 'asking someone to speak slowly, practicing with others, and showing interest in learning about the culture of English-speaking countries. This category, sometimes combined with affective strategies, is often part of strategy research (Oxford, 1990).

2.6. Extensive Reading Strategy

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

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

According to Waring, R. (2019, cited in Savaş, 2020), extensive reading is how L2 learners can access language at their comfort level because they read materials that they want to read, at a pace that they feel comfortable with. This allows them to encounter the language in enough amount of time to pick up a 'sense' of how the foreign language they are learning fits together and helps to consolidate what they already know.

2.7. Advantages of Extensive Reading

Many reasons are attributed to the benefits of extensive reading. For instance, Elley (1991) considers the attributes of success to be 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. According to Bell (1998), extensive reading plays various roles in the language-learning process. From the advantages of extensive reading, most literature presents the following as the major ones:

2.7.1. Extensive reading offers comprehensible input to learners

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

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

Extensive reading can not only help students to develop language skills but also broaden their knowledge base. They know more about different topics and how these topics are presented in different types of text. With an increase in background knowledge, students can read many subjects with more variety and comprehension. Many, if not most, students have a rather limited experience and knowledge of the world they inhabit both cognitively and affectively. Extensive reading opens windows to the world seen through different eyes (Allan, R. 2009).

2.7.3. Extensive reading helps students to improve their writing skills

Students who read extensively also make gains in writing proficiency (Elley, W. 1991). This is probably because as students encounter more language more frequently, through extensive reading, their language acquisition mechanism is primed to produce it in writing. Additionally, extensive reading provides the L2 learners aside from mastering the reading skill; improve their writing skills as well. For instance, in countries where there are shortages of efficient L2 teachers, learners are often left with poor writing qualities. So, when the learners read extensively, they very often come across some common and standard structures of writing which they may, even to their subconscious mind, be able to internalize and thus develop their writing skills. There is a well-established link between reading and writing. The more we read, the better we write (Allan, R. 2009).

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

2.8. Awareness of Extensive Reading

In extensive reading, teachers play an important role in encouraging and assisting students with reading (Hedge, T. 2003) and in checking and providing feedback on student work. The teacher encourages and helps students to read. Occasional summaries (oral or written) can help with this because they show that students read and understand what their books are about. Extensive reading helps teachers to gain more knowledge of the profession and the world. It also helps them to improve their English knowledge.

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

Teachers who read widely are role models for their students. Teachers are more likely to have students reading as well. The teacher should be an example to the students. In addition, teachers should be involved in providing ongoing classroom guidance. As a key to extensive reading success, it should not end up with students focusing on extensive reading (Day & Bamford (1998). Guiding students in the methodological methods and skills related to extensive reading, explaining its differences from other types of reading and other related issues.

3. Research Design and Methodology

3.1. Research Design

A descriptive research design was employed to investigate the inclusion of extensive reading texts included in grade 11 students' English textbooks and EFL teachers' and students' awareness towards using it since the study is mainly concerned with describing data observed through questionnaires, interview classroom observation, and document analysis.

Moreover, a descriptive research design can use a wide variety of research methods to investigate one or more variables and it can answer what, where, when, and how questions (Allan, R., 2009). Thus, the researcher preferred the descriptive research method for this study to describe people's opinions, beliefs, and awareness about extensive reading and it provides detailed information about the topic under the study as well as tests the research questions related to the current situations of the problems (Creswell, 2012). In addition, its purpose is to examine a phenomenon that is occurring at a specific place and time, and it is concerned with conditions, practices, structures, differences that exist, opinions held, and processes that are going on (Creswell, 2012). So, it is used to describe the characteristics of a population/phenomena being studied. Besides, the quantitative method is used to show situations as they currently exist and enable us to know what happened or what is happening. This can simply help to analyze data obtained through interviews, open-ended questions, and document analysis. Thus, data on its natural settings and more clarification enable the researcher to interpret a phenomenon. Thus, in this research, as discussed in chapter one, the following basic research questions were formulated to achieve the main objective of the research.

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

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

3.2. Description of the Study Area

The study was conducted at Sayilem Secondary School, which is found in the southwest region of Ethiopia. This school was selected as the study site purposely for the following reasons. (1) The researcher identified the problem in this school. (2), because of its proximity to the working and living area of the researcher. Besides, the researcher had an experience of observing the teaching and learning process at the school. Hence, the researcher was familiar with the school environment, which might help him to access the needed information easily.

3.3. Participants of the Study

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

3.4. Sources of Data

Both primary and secondary data sources were used. The primary data was collected through questionnaires and interviews, whereas documents like textbooks and teacher-developed supplementary materials were analyzed as secondary data sources.

3.5. Sample Size and Sampling Techniques

The target populations of the study were grade 11 students and their English language teachers. In line with this, all the available four English teachers and the 200 grade 11 students were taken as sample sources of data for the study. Therefore, comprehensive sampling and simple random sampling techniques were applied to determine the participant teachers and students respectively. The researcher has taken samples from the student population by using Yamane's formula. Yamane (1967) suggested another simplified formula for the calculation of sample size from a population which is an alternative to Cochran's formula. According to him, for the present study a 95% confidence level, 0.07 margin of error and $p = 0.5$ size of the sample, the following formula was implemented to have 101 students:

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

Where: n- The sample size
N- The population size
e- The acceptable sampling error

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

As there were only 4 male teachers in the school, the researcher dealt with all of them. The students were

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

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

Table 1: Summary of Sample Size

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

3.6. Instruments for Data Collection

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

3.6.1. Document Analysis

This instrument was used to look at the nature and activities of extensive reading texts in grade 11 students' English language textbooks. A document analysis is a technique that can generate both valid and replicable data from documents. Therefore, students' textbook was examined to get some insights about the use of extensive reading texts in their classrooms. In this study, it was used to see the relevance of the textbooks, and other materials used in classrooms and schools to promote extensive reading for the development of students' reading skills. Written documents used in the teaching-learning were supposed to be other sources of information. Grade 11 students' English textbook for Ethiopian students was analyzed in particular. The inclusion of extensive reading texts can be checked using the counting mechanisms that can be implemented to enumerate the texts.

3.6.2. Questionnaire

A questionnaire enables a researcher to collect data from a group of individuals within a short period (Kothari, C.R., 2006). The questionnaire for this study was developed based on the research questions and the available literature. The questionnaire contains both close-ended and open-ended items. It was used to gather data from sample students, and it has been used to triangulate the data obtained from the interview and classroom observation. The items in each part of the questionnaire were designed based on a five-point Likert scale format to help respondents rate (1 strongly disagree; 2, disagree; 3, uncertain; 4, agree, and 5 strongly agree).

3.6.3. Semi-Structured Interview

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

3.6.4. Classroom Observation

In addition to the above data collection instruments, the researcher conducted classroom observations. For this, a five-point Likert scale checklist with a response rate ranging from "Never" to "Always" was used to obtain objective responses by ensuring relatively better flexibility. The responses were scored as follows: Never = 1, rarely = 2, Sometimes = 3, Often = 4 and always = 5. In this method, the information was collected by the investigator's direct observation. The main advantage of this method, according to Kothari (2006), is that

subjective bias is eliminated. Moreover, it enables the researcher to obtain what is currently happening. In addition to this, it is an appropriate method to observe how often teachers implement or use extra reading materials for classroom discussion. The observation checklist was prepared based on the research questions and the available literature. To avoid the potential personal bias that might occur in the meaning to be given to what was being observed, the observations were conducted by the researcher.

3.7. Data Collection Procedure

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

3.8. Methods of Data Analysis

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

4. Result and Discussion

This chapter presents the results of the study. As stated in chapter one, the purpose of this study was to investigate the inclusion of extensive reading texts included in grade 11 students' English textbooks and EFL teachers' and students' awareness of using it. To this end, data required for this study were collected using a questionnaire, interview, classroom observation, and document analysis. The analysis and interpretation made in this chapter were based on the response of the participants. In addition to this, the results of interviews administered with English teachers, classroom observation, and document analysis are also presented in this chapter.

Table 2: Summary of student's profile

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

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

Table: 3: Summary of teacher's profile


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

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

4.1. The inclusion of extensive reading texts included in the Grade 11 English Textbook

The Grade 11 English language textbook, which was published in 2011 and has been used to teach the English language, contains 12 units. The topics of these units are 'The African Union', 'Education', 'Traditional and Modern Medicine', 'HIV/AIDS', 'Tourism', 'Fiction', 'Weather and Climate Change', 'Water', 'Disability', 'Poverty and Development', 'NGOs' and 'Technological Advancement'. The document analysis included some criteria that were designed to analyze the availability of extensive reading texts (see appendix V) in the grade 11 students' English textbook. The first question sought to check whether extensive reading texts are available in the textbook. As a result, it was found that there are five (5) extensive reading texts presented in the grade 11 English textbook for Ethiopia. These are:


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

 **A1.7 Reading: The African Union**

Symbols of the African Union

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

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



The flag of the African Union

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

Let us all unite and celebrate together The victories won for our liberation. Let us dedicate ourselves to rise together To defend our liberty and unity.	O Sons and Daughters of Africa Flesh of the Sun and Flesh of the Sky Let us make Africa the Tree of Life.
O Sons and Daughters of Africa Flesh of the Sun and Flesh of the Sky Let us make Africa the Tree of Life.	Let us all unite and toil together To give the best we have to Africa. The cradle of mankind and fount of culture Our pride and hope at break of dawn.
Let us all unite and sing together To uphold the bonds that frame our destiny. Let us dedicate ourselves to fight together For lasting peace and justice on earth.	O Sons and Daughters of Africa Flesh of the Sun and Flesh of the Sky Let us make Africa the Tree of Life.

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Secondly, the pattern of presenting the extensive reading texts surveyed in the targeted textbook shows that

all extensive reading texts were found after reading texts. Most of them were found in the middle of their respective units. Thus, Brown, H.D. (2007) commented that it is better to locate extensive reading texts at the end of the units. According to Brown, H.D. (2007), at the end of each unit of the textbooks, graded readers related to the topics of the unit can be included to encourage students to read.

B2.2 Reading: Oweka learns a lesson

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

1 The children grew up. It was difficult to tell which was the first and last born among the children of the second wife. Nonetheless, Oweka was very proud of them. They were sent to school, but only the three boys. Oweka refused to send his three girls to school. It was not their privilege to learn. Their work was to learn how to dig, cook and later on get married.

5 Maria's mother, unlike the second wife, would not listen to Oweka. She wanted her daughter to go to school. She knew her position well. Maria was her only child and if she was to lead a poor life then she had no other child to look to as a source of comfort. She was very poor but she scratched everywhere to get money to send her daughter to school. She made a contract with a shopkeeper in the nearby trading centre. She sold him firewood at a meagre price

10 and thus had to carry firewood for six months in order to pay the school fees for one term. In a year she was able to pay for only two terms. The shopkeeper, however, realised her good intentions and agreed to lend her money. Every morning she got up, went to her garden and after digging she would come back, make breakfast, eat and carry firewood to the shopkeeper. In the afternoons, she went to the bush to collect firewood for the next day. In the evening she

15 would go to her garden. She always slept exhausted. Oweka did not like this at all. Maria was failing to learn the ways of the kitchen and she might in future fail to get married. He tried to

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stop his wife from earning money but she protested bitterly. Each night, Oweka beat her to stop her but each morning she carried firewood to the shopkeeper. Oweka gave up.

20 At school, Maria did well. She showed a very keen interest in learning and she was always among the top five. She was a very good example to other girls. She endeared herself so much to her teachers that they secretly encouraged Maria's mother not to give up educating her daughter. Her half-brothers on the other hand were very poor at classwork. They never cared about school and were always late. They studied Primary One until they had almost

25 developed beards. Oweka got tired of paying their fees without seeing any development. When he saw that Maria was doing well, better than her brothers, he decided to take over responsibility from his wife. He started paying for Maria's school fees. One day, his children came back from school very amused. Oweka was milking at the time they came back, but he was near enough to hear their conversation.

30 "Mother," one of them started, "the Inspector came into our classroom at school today. He was startled to see male teachers making a noise with the young children and surprised and cross when he discovered they were pupils! Mother, do you know, the Inspector thought we were teachers!" Their mother laughed in merriment but Oweka, who had stopped milking and was listening attentively, felt embarrassed. After milking, he decided to call his sons together

35 and inform them that they were to stop school and look after the cattle.

Adapted from *Sour honey* by Mary Abago

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

The announcement came, a cold, casual thing.

I embraced my mother.

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

50 knocking.'

His eyes shone.

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

From *Miguel Street* by V.S. Naipaul

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

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



B6.3 Reading: Leaving Miguel Street

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

Leaving Miguel Street

- 1 Uncle Bhakcu spent the night fixing the van which was to take me to the airport next morning. From time to time I ran out and begged him to take it easy. He said he thought the carburettor was playing the fool.
- Next morning Bhakcu got up early and was at it again. We had planned to leave at eight, but at ten to, Bhakcu was still tinkering. My mother was in a panic and Mrs Bhakcu was growing impatient.
- Bhakcu was underneath the car, whistling a couplet from the Ramayana. He came out, laughed, and said, *'You getting frighten, eh?'*
- Presently we were all ready. Bhakcu had done little damage to the engine and it still worked.
- 10 My bags were taken to the van and I was ready to leave the house for the last time. My mother said, 'Wait.'
- She placed a brass jar of milk in the middle of the gateway.
- I cannot understand, even now, how it happened. The gateway was wide, big enough for a car, and the jar, about four inches wide, was in the middle. I thought I was walking at the edge
- 15 of the gateway, far away from jar. And yet I kicked the jar over.
- My mother's face fell.
- I said, *'Is a bad sign?'*
- She didn't answer.
- Bhakcu was blowing the horn.
- 20 We got into the van and Bhakcu drove away, down Miguel Street up Wrightson Road to South Quay. I didn't look out of the windows.
- My mother was crying. She said, *'I know I not going to ever see you in Miguel Street again.'*
- I said, *'Why? Because I knock the milk down?'*
- She didn't reply, still crying for the spilt milk.
- 25 Only when we had left Port of Spain and the suburbs I looked outside. It was a clear, hot day. Men and women were working in the rice-fields. Some children were bathing under a stand-pipe at the side of the road.
- We got to Piarco in good time, and at this stage I began wishing I had never got the scholarship. The airport lounge frightened me. Fat Americans were drinking strange drinks
- 30 at the bar. American women, wearing haughty sun-glasses, raised their voices whenever they spoke. They all looked too rich, too comfortable.
- Then the news came, in Spanish and English. Flight 206 had been delayed for six hours.

I said to my mother, *'Let we go back to Port of Spain.'*

I had to be with those people in the lounge soon anyway and I wanted to put off the moment.

35 And back in Miguel Street the first person I saw was Hat. He was strolling flat-footedly back from the Café with a paper under his arm. I waved and shouted at him.

All he said was, *'I thought you was in the air by this time.'*

I was disappointed. Not only by Hat's cool reception. Disappointed because although I had been away, destined to be gone for good, everything was going on just as before, with nothing

40 to indicate my absence.

I looked at the overturned brass jar in the gateway and I said to my mother, *'So this mean I was never going to come back here, eh?'*

She laughed and looked happy.

So I had my last lunch at home, with my mother and Uncle Bhakcu and his wife. Then back

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


Topic - Oweka learns a lesson

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

Objective	Teacher's activity	Student's activity	CRQ	Assess ment	Teach ing aid	Rx
At the end of this lesson students will be able to read an extract from a novel and answer the questions	8' - Make students memorize the past lesson and introduce new topic. Oweka learns a lesson	8' - Retain the past lesson and follow the introduction.				
	15' - Encourage students to read the short extract from a novel with in group of 5 and answer the questions (c.d.t-choice) - find the meaning of the given voc - choose correct answer	15' - In group try to read the novel and try to answer the question.	In group	class work	model novel	
	10' - Give short on the lesson's conclude the lesson - Give class work - In your opinion why was Maria a better student than her half brother?	10' - take short note				
		7' - Write their opinion and reflect to the class				

Teacher's signature: *[Signature]*

v/p *[Signature]*



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

4.2. EFL students' awareness of extensive reading strategies

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

Table: 4: Students' awareness of extensive reading strategies

No	Item	1	2	3	4	5	Mean	Sd.
1	I understand that using extensive reading strategies enables me to learn my education in a better way.	---	3	-----	50	48	4.42	0.652
		-----	3%	-----	49.5%	47.5%		
2	I have an awareness of the advantage of extensive reading while learning reading skills.	-----	3	2	62	34	4.26	0.643
		-----	3%	2%	61.4%	33.7		
3	I know extensive reading helps me to have more confidence in my future education	-----	1	3	47	50	4.45	0.608
		-----	1%	3%	46.5%	49.5		
4	I know the rationale of any reading is a good achievement in exams.	-----	6	15	44	36	4.09	0.861
		-----	5.9%	14.9%	43.6%	35.6%		

No	Item	1	2	3	4	5	Mean	Sd.
5	I am aware that extensive reading strategies contribute to the development of all language skills.	-----	3	10	54	34	4.18	0.727
		-----	3%	9.9%	53.5	33.7%		
6	I know that extensive reading strategies can be implemented when I read essays, short stories, and novels inside and outside the classroom	-----	8	20	45	28	3.92	0.891
		-----	7.9%	19.8%	44.6%	27.7%		
7	I realize that a student is expected to read material other than the textbooks at school and my home.	-----	17	15	48	21	3.72	0.981
		-----	16.8%	14.9%	47.5%	20.8%		
8	I understand that the orientation given by the teachers about which materials learners should read encourages learners to read extensive reading materials.	-----	52	14	26	9	2.92	1.065
		-----	51.5%	13.9%	25.7%	8.9%		
Grand Mean and SD							3.99	0.803

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

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

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

Furthermore, question 4 was designed to measure whether learners know the rationale of any reading as a good achievement in exams. As indicated in the above table, a large portion of the respondents 44 (43.6%) and 36 (35.6) forwarded that they do have awareness of any rationale of reading being a good achievement in exams. Only 6(5.9%) of them reported disagreeing and 15 (14.6%) responded uncertain. According to the data, the mean value of this is 4.09 and each score deviates from the mean value by 0.861. The mean values in this question are 4.09 falls between agreeing and strongly agree. However, it is close to agreeing. From this data, we can say that students know the rationale of any reading is a good achievement in exams.

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

The responses to question 6 in the above table showed the majority of the participants 45(44.6%) and 28 (27.7%) forwarded that they have the awareness that extensive reading can be implemented when they read

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

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

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

Many researchers have stated having positive awareness of extensive reading will enable learners to become effective readers and develop intellectually and become functionally literate (Unal, E., 2010; Hedge, T, 2003). The finding is similar to the finding of the study on extensive reading by Al Siyabi, Munira & Al-Siyabi (2020) which revealed that teachers and students perceived extensive reading positively and it showed their understanding of its possible benefits. However, several issues impeded such positive practice. As a result, it is possible to conclude that the majority of students have an awareness of the extensive reading strategies.

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

The finding on the extensive reading texts included in the grade 11 English language textbook shows that there are five extensive reading texts found in the targeted textbook. The place of extensive reading in the selected textbook is not matched with the objectives of the textbook. The objectives of the selected book are to develop students' reading skills including the ability to read for different purposes, to increase one's reading speed, to comprehend and encourage students to infer the meanings of unfamiliar words and expressions from context. This shows that much is left for the classroom teachers to design their mechanisms to achieve the objectives. Brown, H.D. (2007) commented that it is better to locate extensive reading texts at the end of each unit. However, the available extensive reading texts are not enough to motivate students to read as of their interest and to develop extensive reading habits.

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

The finding on teachers' and students' awareness of the benefits of extensive reading shows that the benefits are positively viewed both by teachers and students. Therefore, regarding students' awareness, the findings revealed that the total mean score for awareness yielded 3.99 and each deviate from the mean value by 0.803. The mean value of students' awareness of extensive reading strategies falls between agree and strongly agree. However, it is close to agreeing. Thus, as has been seen from the above results we can conclude that the majority of students have awareness towards extensive reading even though the practice is not satisfactory. Many researchers have stated having positive awareness of extensive reading will enable learners to become effective readers and develop intellectually and become functionally literate (Unal, E., 2010; Hedge, T, 2003). The finding is similar to the finding of the study on extensive reading by Al Siyabi, Munira & Al-Siyabi (2020) which revealed that teachers and students viewed extensive reading positively and it showed their understanding of its possible benefits. However, several issues impeded such positive practice.

5. Conclusions

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

- ✓ There is less attention given to extensive reading in grade 11 English language textbooks because one can get only five extensive reading texts from various resources.
- ✓ The study also indicated that there are not enough resources in the library of the target school to promote

cultural reading for extensive reading purposes.

- ✓ Even though teachers and students had an awareness of the benefits of extensive reading in the development of their language skills, they do not practice extensive reading as needed.

6. Recommendations

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

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

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

Declarations

Ethical Approval and Consent to Participation

The study was given ethical permission by Mizan-Tepi University and was approved by the institutional review board under referral number MTU/IRB/133/2022. The purpose of the study was explained to the participants, and verbal informed consent was obtained from each participant. A right to withdraw from the study at any moment was also made known to the participants.

Consent for publication

Not applicable.

Competing interest

The authors declare that there are no competing interests.

Availability of data and materials

The datasets used in this study are available from the corresponding author upon reasonable request.

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Authors' contributions

T.T, T.Z & A.N: Participated in study conception, design, performing analysis, interpreting results, and manuscript drafting. Finally, both authors read and approved the final manuscript.

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