The Role of School Libraries in Enhancing Extensive English Language Reading Skills

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Abstract

Extensive reading enhances language ability. School libraries should expose English language learners to a range of interesting materials to promote language learning. The paper presents findings from a study on role of school libraries in enhancing extensive reading skills. It draws from the Tanzania context that represents English foreign language learning contexts. The objectives of the study included exploring the availability of school libraries and assessing how teachers and students use the school libraries to promote extensive English language reading skills. The respondents of this study were twelve English language teachers, one librarian and seventy-two students. Data were collected using interview, focus group discussions and observations. Krashen's comprehensible input theory informed the study. Findings showed that school libraries are available in some schools. School libraries available are not used by teachers and students to enhance learning of extensive reading skills in English language. Most of the school libraries do not have authentic materials to encourage interest in reading but old books, past papers and subject specific books. School libraries should be improved and built where necessary. They should be functional and well-equipped. This will encourage students to read extensively to improve their learning of English language through exposure to various language input. English subject teachers will consequently integrate the use of the school library to teach extensive reading skills.

Keywords: Extensive reading, school library, English language, language ability, language competence

Introduction

Reading is viewed as an essential component to enhance language ability (Chiang, 2015). One can only learn to read by reading as it contributes to vocabulary gain, reading fluency and improves learning of other English language skills such as speaking, listening and writing (Nation & Waring, 2020). This paper focuses on extensive reading (ER), which is reading widely for pleasure specifically in the English language. This contributes significantly to overall language competence and proficiency; performance in all language skills, vocabulary growth and has a positive impact on grammar learning; it promotes reading fluency and speed; it is self-directed as learners choose what they read (Krashen &Terrell, 1983; Watkins, 2017). Globally it is understood that students should read large amounts of high interest material to gain vocabulary, spelling, reading ability and overall linguistic competence (Singkum & Chinwonno,

2021; Yamashita 2015 & Allington & McGill-Franzen, 2021). This is one of the objectives of learning English subject. The English language syllabus emphasizes extensive reading at different levels from Form I to Form IV (MoEVT, 2016). In Form I it is written that simple readers are expected to be in the school library; in form II reading is emphasized through interpreting simple stories, class library and class readers. The use of a library is stated as one of the situations to be used, hence a language teacher should use a library as a key input to improve students' language competence.

School Libraries Enhancement of Extensive English Language Reading Skills

School libraries are crucial for promoting extensive reading for pleasure, general understanding and are the main place in a school where students can read out of the class context. The key outputs expected from effective school libraries are improved reading and comprehension skills, which also underpins performance in all other curriculum subjects (Africa Region Human Development Department 2008, World Bank 2008). Various literature shows that Tanzania and throughout Africa there is inadequate library infrastructure (MoEVT, 2014; Africa Region Human Development Department, 2008) characterized by underfunding or no funding and or underuse which affects other curriculum subjects including English foreign language learning that is the focus of the paper.

According to Mulauzi and Munsanje (2013) the foundation to promote and create a good reading culture is the library through which reading materials are accessible to learners. Therefore, the school library has an important role to play. A good school library should have a variety of reading materials that are authentic to promote reading skills. Authentic materials are real life materials that contain real language, are produced by a real speaker or writer for a real audience and designed to convey a real message of some sort that will most likely motivate students in learning (Guy, 2012). Authentic materials are believed to generate greater interest among teachers and students than traditionally structured materials (Gilmore, 2007). Such materials include a wide variety of educational media, books, magazines, newspapers, reading materials from audio visual aids (World book encyclopaedia 1994).

A school library is "The powerhouse of the school" (Apeji, 1990:1). An effective school library encourages reading habits and makes teaching more interesting and learning easier through provision of books and a conducive environment for learning. How much a child reads today predicts the amount of reading that will be done in the future. In fact, reading culture forms the key to continuous success in school as well as personal enrichment of the teachers/students. This can be fostered by school libraries. MoEC (1995) emphasizes that one of the criteria for school registration is a school library. Hence school libraries should be available and adequately used in schools to promote reading. The challenge however is libraries are not providing materials for different levels and learner centred learning is not yet fully embraced (Watkins, 2017). This limits reading to the use of graded readers. Graded readers are books focusing on foreign language learning written with strict vocabulary control and with consideration of grammatical difficulty, sentence complexity, and use of illustrations and simplicity of plot (Nation & Waring, 2020).

English Foreign Language in Tanzania

English is a foreign language (EFL) in Tanzania, is a compulsory subject in Tanzanian schools from Primary level grade III to ordinary level secondary education (Form IV). Currently and consistently the performance in the English examination certificate of secondary education is not good. In 2018 CSEE in English   33.51% of the candidates got F grades and 28.09% got D grade (The National Examinations Council of Tanzania, 2019). In 2020 CSEE in English 29.01% of candidates got grade D and 26.44 grade F (National Examinations Council of Tanzania 2021). Among other reasons, poor performance is attributed to poor command of English language. There is a need to resolve this issue. Maley (2005: 354) accentuates that ER is perhaps "the single most important way to improve language proficiency". Since English is a foreign language, the amount of time and exposure to input opportunities are often restricted and encountered in the classroom usually through several hours of teaching in a school week which depend on the teacher to provide exposure to the language and opportunities for learning (Hall and Verplaestse, 2000). Therefore, extensive reading is an approach of empowering students to read to acquire reading strategies in foreign language reading and an effective and promising way of developing foreign language abilities (Singkum & Chinwonno, 2021; Yamashita, 2015). Extensive reading contributes to "Substantial linguistic input needed for language learning and has positive effects on a variety of students' language skills (Guo, 2012: 198). This has a positive influence on the language command.

Literature from global studies show that extensive reading leads to gains in different language skills and has a positive impact on the learners' reading fluency, vocabulary knowledge and reading interest (Wijaya, 2021 & Suk, 2017). Allington and McGill-Franzen (2021) show that research published since 2000 shows that evidence is more clear that reading volume plays a role in reading development. Research indicates that a good reading ability pays off later in life: in higher education level and better chances in the labour market as well as higher income and eventually more wealth (Huysmans, et al., 2013). Moreover, reading a wide variety of materials leads to reading achievements, positive learning outcomes and positive attitudes towards reading and books (Nation, 1997; Davis, 1995). Fakazli (2021) has recognized an influential effect of reading on academic success. Hence, it is significant to highlight how school libraries are used to facilitate and promote extensive English language reading skills of students. The study therefore assesses how school libraries enhance extensive reading skills in English language. The study was guided by the following research objectives: To explore the availability of school libraries in schools, to assess how teachers and students use the school libraries to promote extensive English language reading skills, and to explore challenges of school libraries in promoting extensive reading in English language.

Literature Review

Extensive Reading for English Language Learning

According to Nation and Macalister (2020) extensive reading can occur within class time or outside class time and it involves a large quantity of varied, self-selected, enjoyable reading at a reasonably fluent speed which has impressive results. Extensive reading according to Kirchhoff (2013:192) is, "an approach to teaching and learning reading that uses reading materials that are

understandable and meaningful to facilitate the learners to be able to read large amounts'. In sum extensive reading makes a language course well-balanced (Nation, 2007; (Nation & Waring, 2020). Despite the ample benefits of ER Day and Bamford (1998) note that teachers make less use ER in language classrooms for various reasons.

Previous studies on access and use of school library information resources by students in Tanzania by Bernard and Dulle (2014) used documentary review, questionnaires, interviews and personal observations showed that students most frequently used books and novels from the library whereas Mogha and Mubofu (2020) investigated the utilization of school libraries by students using questionnaire, interview and covert observation and found that school libraries were used for self-reading, doing assignments, reading notes and borrowing books. Contrary to other studies this study focused on the extent to which school libraries enhance extensive reading skills in English foreign language learning. Previous studies on EFL extensive reading conducted elsewhere have used different methods such as a one-group pretest-posttest design (Singkum & Chinwonno, 2021). Whereas Wijaya (2021) used a document analysis approach to yield renewable insights concerning extensive reading strategy.

If an extensive reading programme is to be successful, it must provide books that learners are interested in reading or that will develop their interest in reading. Learners should be subjected to extensive input to enhance their language proficiency and need to be engaged in reading resources outside the class (Fakazlı, 2021). Extensive reading promotes language learning through comprehension, sound spelling, vocabulary, grammar and cohesion; information content and genre (Nation, 2009:26).

There are various reading materials that can be used for reading such as: directions, timetables, street signs, job advertisements, bills, receipts, dictionaries, textbooks, indexes, glossaries, abstracts, reference works, graphs, diagrams; for work reports, manuals, minutes of meetings, advertisements; and for pleasure, magazines, holiday brochures, letters, novels, story books, plays, novels, poetry, comics and newspapers (Willis, 1987). Extensive reading tasks include: finding easy books, determining levels of reading materials, providing a wide variety of interesting books, talking about previous reading, summarizing or taking about a book and teacher summaries of books read (Singkum & Chinwonno, 2021). In order to attain a successful EFL extensive reading an English teacher should encourage, guide and keep track of what students read (Elturki & Harmon, 2020). Likewise, Day and Bamford (1998) emphasize that any ESL, EFL or L1 classroom will be the poorer for the lack of an extensive reading programme and will be unable to support language development.

Theoretical Perspective

Krashen's Comprehensible Input Hypothesis

Krashen (1985) postulates that if the learners are given input regularly, they will acquire a language most efficiently using the hypothesis i + 1; where "i" denotes to the knowledge about the target language and "+ 1" is the extra input given to the learners (Krashen, 1985). Learning occurs in a low-anxiety situation because there is no pressure related to taking an exam as part of homework or other academic tasks and this facilitates obtaining a high language proficiency.

Learners acquire language in only one form: "by understanding messages or 'obtaining comprehensible input' in a low-anxiety situation" (Krashen, 2004: 37). Comprehensible input in the form of reading that helps in language acquisition and general language competence as language is acquired, rather than learned – that is, that language is best gained through picking up the language from repeated exposure, rather than a specific study of the language and its linguistic features (Gass & Larry, 2008). Reading is responsible for much of our competence in reading comprehension, writing style, vocabulary, spelling and advanced grammatical competence (Krashen, 1994). People acquire the components of language, the "skills" such as vocabulary and grammar, when they obtain comprehensible input (Krashen, Lee, & Lao, 2018). The Input Hypothesis builds on the concept that language is acquired, rather than learned through repeated exposure they pick up language rather than a specific study of the language and its linguistic features (Gass & Larry, 2008). Reading exposure alone has a strong effect on the development of language abilities. To facilitate language acquisition, the comprehension hypothesis states that, "input must be at least interesting so that acquirers will pay it attention" (Krashen, Lee & Lao, 2018). In order for reading materials to facilitate extensive reading there should be a variety of interesting and authentic materials that will encourage interest in reading. School libraries should provide support to foreign language learners by exposing them to a wide range of enjoyable and comprehensible reading material. The more students read the better the acquisition of language skills.

Methodology

The study was conducted in three regions, Dar es Salaam, Mtwara and Tanga. Dar es salaam region has held 16 and 18 in 2018 and 2019 respectively out of the 26 regions in Tanzania in the CSEE examinations. Dar es Salaam compared to the other three regions and is the home to major education institutions such as TIE and NECTA therefore it has an advantage compared to other regions in Tanzania. The other two regions were chosen on the basis of their performance in relation to other regions which is poor. According to NECTA (2019) Mtwara region was position 25 and 24 in 2018 and 2019 respectively whereas Tanga region was position 24 and 26 in 2018 and 2019 respectively. Hence, Mtwara and Tanga regions are among the regions with poor performance. Tanga region had the lowest performance in Tanzania mainland. The study used teachers and students from Form III. Form III was selected because extensive reading is a topic in the English language Form III syllabus and not in any of the other classes. Moreover, in Form III it is expected that the students have competence in the English language and have obtained some skills related to reading for pleasure. A total of 6 schools participated in the study where there were 2 schools in each region. The schools are labelled A-F; Mtwara (A & B); Dar es Salaam (C & D) and Tanga (E & F).

The study used a case study design to get a comprehensive in depth detailed description of the phenomenon of interest and of individuals or groups. A case study is an in-depth investigation of a specific, real life 'Project, policy, institution, program or system from multiple perspectives in order to catch its complexity and uniqueness' (Simons 2009: 21). A case study is basically qualitative and enables understanding of people in real situations. It focuses on the natural settings (Denscombe, 2014). According to Gall, Gall and Borg (2007) a case study design can be used to study almost any topic or type of phenomenon. Specifically, the study used an embedded multiple case study design whereby different sub units were involved in each of the

cases. There were at least two schools in each region selected and different methods were used to collect data in each unit such as interviews and observations. Case study research uses multiple methods for data collection and analysis (Cohen, Manion & Morrison, 2018). This study used triangulation of data by using interviews, focus group discussions, observations and documentary reviews to collect data.

Pring (2015) notes that a unit in a case study might be a person, institution or collection of institutions. In this study units of analysis were schools. Districts were selected purposively based on having the oldest school in the region. The districts were assumed to have better teaching and learning resources because of availability of old government schools in the area. The schools were selected using random purposive sampling (Cohen, Manion & Morrison, 2018). The sample was selected from the list of targeted respondents using random sampling. School names were listed in pieces of paper and picked randomly by the researcher. Six schools were selected in each region; one old and a recently established ward secondary school. Informants informing this study were 85; one librarian, English language teachers teaching form III and students as they were information rich sources which presented the key issues in this study. Cohen, Manion and Morrison (2018) highlights that in a case study a very small number of overall cases is required when each of the cases represents key variables in question. This reduces the overall number of cases required as generalizability can be attained from a small number of case studies that represent the complex issues in general. Sampling was based on an identifiable population. In qualitative research size of the sample is informed by its fitness of purpose. English language teachers teach English language and therefore are most informed on how they use the library to promote extensive reading. Form III students were selected because at this level they are supposed to be above the basic level of English language competence and they are not an examination class. A total of 12 students in each school were selected making a total of 72 students. Students that participated were selected using stratified sampling based on performance such that each category of performance was represented: good, average and poor performers were selected. Students were then given pieces of papers to pick whereby only four students were selected from each of the performance categories leading to a total of 72 student respondents. A total of 2 teachers represented a school making the number of teachers to be 12 teachers of English subject in Form III. They were labelled AT1 & AT2 to FT1 & FT2 respectively. There was only one librarian that informed this study. The sample of the research participants is presented in Table 1:

Table 1: Respondents of the Study by School

School	Teachers	Librarian	Students
A	2 (AT1 & AT2)	Nil	12 (FG1A & FG2A)
B	2 (BT1 & BT2)	Nil	12 (FG1B & FG2B)
C	2 (CT1 & CT2)	1	12 (FG1C & FG2C)
D	2 (DT1 & DT2)	Nil	12 (FG1D & FG2D)
E	2 (ET1 & ET2)	Nil	12 (FG1E & FG2E)
F	2 (FT1 & FT2)	Nil	12 (FG1F & FG2F)
Total of sample category	12	1	72

Source: Research Data 2021

Twelve teachers and one librarian participated in interviews while 72 students participated in focus group discussions. A total of 12 focus group discussions were conducted with students. There were two FGDs in each school. FGD discussions are labelled as FG1A& FG2A to FG1F & FG2F. Observations were also conducted to obtain information on the availability and use of the school library. There were also six classroom observations that were done purposely for the teachers that were teaching English language reading skills in Form III classes. There was only one librarian in the schools selected for this study. The librarian was selected because they are the ones in charge of managing the school library. School libraries that were available were observed and pictures taken and field notes of key issues noted were written down. The data were analysed using Miles and Huberman (1994) interactive model. The procedures followed were three: data condensation, data display and conclusion drawing/verification. In the data condensation data were selected, simplified, organized from the field notes and interview transcripts in order to inform and verify the study conclusions. In data display data were organized and compressed to inform the conclusion drawing and action. The displays used in this analysis were mainly matrices/ tables to supplement data from interviews. Thirdly in regard to drawing and verifying conclusions the data were interpreted noting patterns, explanations and coming up with propositions that informed the study findings.

Findings

Library availability in secondary schools

In the schools studied it was observed that four out of the six schools have school libraries (Schools A, C, D & E) as presented in Table 2. It is mentioned by the respondents that in most schools where there was a library, it was used for other school needs.

Table 2: Availability and Use of School Libraries in Selected Schools

School	Library Availability	Use of School Library
A	Available	Library
B	Not available	Not applicable
C	Available	Library
D	Available	Book store shelves and Staff room for some teachers
E	Available	Open hall
F	Not available	Not applicable

Source: Research Data 2021

It is noted that school A in region I has a school library but school B does not; School A is an established old school whereas School B is a newly-introduced community-based school. In school E in region III, which is an old school the library is a big hall, but used as a discussion room for different study groups. It had tables, few chairs, benches and shelves with very few and outdated ragged books that were not relevant for the students to use. Observations from school E from region III showed that the room is used as a room for discussion and a room that is free and can be used by anyone, teachers and students as long as there is no body using the room, it is not really managed as a school library to promote extensive reading skills. School F does not have a school library. School C (also an old established school) had a functioning library with a

librarian whereas School D (a community-based school) has a library that also serves as a staffroom for three teachers.

The findings show that most of the school libraries available are not in good condition or well-resourced in terms of books or chairs, and accommodated a few students per session. One teacher emphasized this:

> *It is only about 20 students that can be accommodated in the school library at once.* [Teacher AT2 School A].

> *The school library is small and it has few textbooks, the book collection cannot be used to promote extensive reading skills in English.* [Teacher DT1 School D].

Hence it was not possible to have a class of students in the library at once. In school D there were inadequate facilities such as tables, chairs and even books. Findings showed that at least 3 out of 4 school libraries were also used to store books. One student explained this:

> *The school library is also used as a store for books.* [FGD1 school D].

In School F (a ward-based or community school) in Tanga region, observations showed that the school library was a small cupboard in the academic teacher's office. It had three shelves that had textbooks for some school subjects. In School C, the library was better compared to the other schools. Its library could accommodate a class of learners (45 students).

School Libraries Enhancement of Extensive English Language Reading Skills

Most of the school libraries observed did not have materials to support extensive reading skills in English language. School libraries did not have materials for different levels of reading hence students were not able to choose reading materials based on their interests and levels of language proficiency. The materials available supported reading for examination purposes such as the one in School A, C and School D. In School A for example the library stores exam past papers and books. The situation was worse for School F in region III because the library was basically just a room with shelves in it with outdated books. Specifically, one teacher from school E highlighted:

The condition of the school library is not conducive to support teaching and learning process as it is not well stocked with appealing reading materials. Teacher ET2 school E

School libraries are not functioning efficiently as there are no books available. In school D for example most of the school text books are placed in the school library. When a particular teacher wants the books he or she takes them from the library and uses them for teaching. These books were mainly text books.

Teaching of Extensive Reading Skills in English Foreign Language Classrooms
Typical activities observed in English Foreign Language classrooms are teacher and students reading the same book in class (usually a literature set book prescribed for national

examinations) using a number of lessons. Classroom activities include pre reading, while reading and after reading activities. Hence intensive reading is the major type of reading taking place after which students are given comprehension questions, discussion and other such activities. Extensive reading using the school library is not integrated in the English foreign language classroom. Teaching of reading in most of the school observed focused on practical reading of literature books that were shared among students and read out loud by students in turns in the English lesson and no reading of other materials apart from subject textbooks and chosen literature books. Furthermore, neither did teachers of the English lesson have a collection of books nor was there the opportunity to read whichever books they choose, provided to students therefore most of the students end up not reading a large number of books in the target language or having the pleasure to read as variety of materials were not available. This was because of lack of variety of interesting books in the school libraries. Teachers did not also have any books to provide to students to select and read during class. English language class activities were not devoted to reading or to reflecting/ talking about the content of what has been read. English language teachers did not refer students to the libraries or make follow up if students borrowed books from the library to read. Teachers explained that the libraries had insufficient books specifically for leisure reading and therefore they did not refer students to the school libraries to read books that were not there. One teacher asserted:

> *Students are rarely required to do EFL extensive reading tasks such as writing or giving summaries of books read in order to motivate reading* [Teacher CT2 school C].

Another teacher elaborated:
> *It was rarely during the literature lesson that students were advised to go to the library to read the literature books. In class students read Literature books aloud in turns under the guidance of the teacher.* [Teacher AT1 school A]

Given this circumstance one teacher recommended:

Materials in the school libraries should include storybooks, newspapers, magazines, novels, plays, and poetry books to promote cultivate interest in reading. [Teacher AT2 school A]

It was therefore up to an individual student who had an interest to read. Critically the amount of reading that students do is limited.

Observations of the school libraries showed that the books available in the school libraries were mainly subject textbooks and examination papers. School libraries are in poor condition and have no variety of materials that are interesting to students that can enhance learning of extensive reading skills. Rarely were students present in the school libraries. Teachers did not use the libraries to get materials to encourage extensive reading. Observations revealed that secondary school libraries are not equipped with sufficient and relevant materials for promoting extensive reading skills as indicated by students and all the teachers in the schools (A, D and E) that the materials available in the school libraries are mainly subject text books and reference materials for specific subjects. These materials did not enhance extensive reading in English language

subject. It was observed in school A that the school libraries had subject textbooks, past papers and FEMA magazines. School C had a few Literature texts recommended and a few English language story books. This was also mentioned by the librarian in School C though very few students showed interest in reading them. It was noted in FGD in in school A and School C (FG1A, FG2A, FG1C, FG2C) where students mentioned FEMA magazines and some old newspapers being available in their school. All other FGD groups of schools where there were libraries stated that there were no materials available such as story books, magazines and newspapers and very few students mentioned reading such materials. One of the students from school A asserted that:

> *The materials available in the library were text books, dictionaries and past papers.* [Student from FG2A]

Reasons given by teachers why there are no authentic books in the school libraries was mainly due to limitations in terms of budget. In regard to whether the materials are relevant for English language teachers and teaching and promoting of reading skills a total of nine out of twelve teachers from schools (all teachers from schools A, D, E, F and teacher BT2 from school B) stated they were irrelevant as they are mainly subject based. These teachers stated that they were aware of the relevance of authentic materials and most recommended that the materials in the libraries should include story books, newspapers, magazines, novels, plays, and poetry books to promote more interest in reading.

How School Libraries Facilitate Extensive Reading

There was no link between the school library and the English language lesson; therefore, there is no encouragement from the English lesson to use the libraries for English reading. Students do not have the opportunity to choose materials from a wide and varied selection which the available libraries did not facilitate and therefore did not get to read for enjoyment. It was therefore noted that the school libraries did not help to reinforce skills taught in the classroom or to implement specific reading strategies. The school libraries that existed in some schools did not support much English language students to read extensively. Therefore, students did not have the opportunity to choose freely the books to read because such books in most cases were not available and the teachers did not guide them to do so. School libraries therefore did not provide wide and diverse reading opportunities. The school timetable also did not have enough time for extensive independent reading.

Teachers use of School Libraries for Extensive Reading

Students and all the teachers in the schools A, D and E also explained that the materials available in the school libraries were mainly textbooks and reference materials for specific subjects. All the teachers in the study stated that their library did not provide all the appropriate resources for the English language subject and most of the materials available were subject textbooks, including English language textbooks. This was also mentioned by the librarian in School C.

Given this situation, teachers did not use the school library to enable students to learn extensive reading skills for various reasons. One teacher from school C explained:

> *Apart from insufficient books, majority of students did not like reading. Students use the library for studying, for preparation for different examinations and not for leisure reading*. [Teacher CT1 school C].

Hence students lacked the motivation to read. None of the English teachers took their students to the school library despite the requirement to use the library in the syllabus and they also did not follow up on students' leisure reading but they focused on Literature books in the English curriculum content. English teachers did not prepare activities that involved students to use the school library. There were also no library lesson or programme specifically for encouraging English language reading skills. There was no connection between the English language reading lesson and the school library.

Availability of a Library Lesson to Promote Extensive Reading Skills in English
Generally, in all the schools (A-F) participating in this study all teachers and students mentioned that there was no library period and, hence, there was also no specific library lesson for teaching and learning of English language reading skills or specifically extensive reading. There was also no clear allocation in the school timetable of a library lesson or scheduled regular reading done by students that would require them to use the library. All the schools had a free lesson but it was not specifically indicated for library use but for private study. In some cases, teachers used the same lesson to ask students to copy notes and do assignments. This was mentioned by students in school A, C and E. This was affirmed by a student in School E:

> *The school timetable has time for private study but not for library session*. [FG1E school E].

Similarly, one of the teachers specifically asserted:

> *There are no library lessons allocated in the school timetable for English language learning but there are free lessons that students can use the library*. [Teacher CT2 from school C].

Students' Use of the School Library to Learn Extensive Reading Skills in English Language

A few of the students from the following focus group discussions: FG1A, FG2A, FG2C, FG1D, FG2D, FG1E & FG2E said that they visited the library once or twice per week but a majority of them never ever visited the school library for various reasons. Students' responses showed that rarely did students use the library for extensive reading:

> *I do not go to the library to read during free time because the library is locked and the books from the libraries are not borrowed*. [FG2A school A].

We use the library to read literature books that help us in answering our exams and understand the things that happen in society and solving past papers. [FG2C school C]

This was affirmed by a teacher from school A:

Usually students do not use the library but if they do some students use the library to find past papers. [Teacher AT1 School A].

Students interested in reading extensively gave various recommendations:

Reading novels helps us to learn English vocabulary and to increase interest in reading. [FG2E school E].

There is a need to have past papers and books in the library and teachers could emphasise on the importance of reading and FEMA magazines. [FG2A school A].

Challenges of School Libraries to Enhance Extensive Reading Skills in English language

There were a number of challenges in relation to use of school libraries to promote extensive reading skills as mentioned by respondents. Some of the things mentioned included old and irrelevant books, poor reading interest, inadequate space or chairs and tables; books not being interesting, lack of library or inconsistent library management. Specifically, some of the respondents stated:

The school library is in poor condition, even the literature books are few, may be 2 copies per book and therefore when some students go to the library they do not get the books because they are few for example a book by Ngugi wa Thing'o you may not get the book as there are only two books. [FG1A School A].

You can go to the library and not find the teacher in charge. [FG1D school D].

The school library has inadequate books and it is small and my class cannot visit the library at once, only ten students can use the library at once and so I may visit the school library once per week. [FG2A School A].

Students do not have ability to read the materials because they do not understand the language. [Teacher DT2 from school D].

There is no school library and the books are kept in the academic office. [Teacher FT2 school F].

Students' inability to read the materials because they do not understand the language. [AT1 from School A].
Students do not read books because they cannot do so on their own and must be guided by the teacher. [DT1 from School D].

The challenges given by the respondents are summarised as shown in table 3:

Table 3: Challenges Preventing the Use of School Libraries to Promote Extensive Reading as Presented by Teachers and Students

Identified Challenges	English Teachers from Schools	Students Focus Group Discussion
Books are too old	AT1, AT2, CT2, ET1, ET2 &DT2	FG1A, FG2A, FG2C, FG1E, FG2E
Lack of interest in reading	All teachers	FG2A, FG1D, FG2D, FG1E, FG2E
Inadequate tables and chairs to sit on	AT1, AT2, ET1,ET2, DT2, BT1, FT2	FG1A, FG2A, FG1E, FG2E
Lack of interesting books and materials	CT1, ET2	FG2C, FG1E, FG2E
Irrelevant materials	AT1, ET1, ET2	FG1A, FG2A, FG1D, FGD2, FG1E, FG2E
The room is too small	DT1 & DT2	FG1D & FGD2
Few books to read	AT2,CT2, DT1 & DT2	FG1A, FG2A,FGC1 & FGC2
Not finding books being sought	AT1, AT2,CT2	FG1A & FGC2
Inadequate books	AT2, BT1, BT2, ET1, ET2	FGB1, FGB2, FG1E, FG2E, FG1A & FGC2
Poor shelving and storage of books	AT1, AT2, ET1, ET2 &DT2	FG1A, FG2A, FG1E & FG2E
Lack of reading space	BT1, BT2, DT1, DT2, FT1	FG1B, FG2B, FG1E, FG2E, FG1F & FG2F
Lack of reliable person in charge of the library	AT1, AT2, DT1, DT2, ET1 & ET2	FG1A, FG2A, FG1D, FG2D FG1E & FG2E
No Library class lesson	All teachers	All students
No Library	BT1, BT2, FT1, FT2	FG1B, FG2B, FG1F & FG2F

Source: Research Data 2021

Due to the above mentioned challenges a majority of the English teachers were of the view that library lessons should be made compulsory and also students should be encouraged and educated to read more. In the school with no library (Schools B & F) it was suggested that a school library should be built.

Discussion

Extensive reading materials help students to improve spelling, master punctuation, grammar and their general language competence but they are not available in most schools. Hence school libraries in the current state largely fail to promote extensive reading skills in English language. Kirchhoff (2013) and Nation (2009) recommend different types of materials available for students to promote interest in reading. In the case of this study school libraries are not facilitating the accomplishment of the school's academic purpose as Chorum, Cipa and Ijantiku (2016) of promoting extensive English language reading skills as required.

Krashen's comprehensible input in regard to language acquisition was not facilitated because students are not exposed to reading various materials. The more one is exposed to words as they are used in context, the more one is likely to acquire an understanding of them (Krashen, 1985). Hence, what MoEVT (2005) emphasises to use school libraries were not being implemented as recommended. In fact, the libraries are in poor condition and are not used to facilitate reading skills promotion. Such libraries have a negative impact on students' interest in reading extensively leading to failure to promote language fluency and relevant competencies. Findings show that reading has been narrowed down to mainly reading for examinations and tests. The non-availability of library resources in most cases often forces students to read only what they were taught by teachers during class (Tella, Ayeni, & Popoola, 2007). Successful extensive reading must provide books that students are interested in reading that will improve their interest in reading to enhance conduct of extensive reading activities (Singkum & Chinwonno, 2021). This was not the case in this study and so teachers did not encourage students to read in the library or teaching extensive reading skills using the school library as the materials were not available. This means that such skills as adherence to punctuation marks, spellings, vocabulary, organisation of prose, writing ability, creativity and other positive benefits are not enhanced. All the teachers emphasize that students generally read very little. This could explain partly poor English language ability. Students need to be exposed to a large amount of reading various materials (Krashen, Lee & Lao, 2018).

Mahwasane (2017) emphasizes those libraries that are not well equipped to satisfy the demands of various subjects lead to poor learning outcomes. Hence it is important to widen the nature and type of reading materials in school libraries to facilitate learning of extensive reading skills. Watkins (2017) recommends materials like comic books, graphic novels, interactive quizzes and popular magazines. Tanzania and other similar contexts in Africa and globally should consider what Oriogu (2015) highlights that there should be enforcement of a library period in the school timetable to encourage reading skills. Where possible, students should get guidance from the language teacher during this lesson where the teacher could take records of books read by students and guide them on books to select. English language teachers should encourage routine and regular reading and monitor and reinforce learners of English (Wafula, Barasa & Agalo, 2017). Likewise, Nation and Waring (2020: 102) emphasise: 'Setting aside time in class to do reading with the teacher carefully monitoring, requiring each learner to sit a comprehension test after reading each book, making the amount of reading done a component of the grade for the course'.

Conclusion

School libraries currently are not enhancing learning of extensive reading skills in English language. School libraries need to be the centre for all reading in Tanzania and elsewhere. Extensive reading is a good language learning opportunity and an effective way for promoting target language development, particularly in aspects such as vocabulary, overall language skills, reading, motivation enhancement, and background knowledge (Fakazlı, 2021: 504). Thus, school libraries must be available in schools, be functional and be well-equipped with requisite needs. This may be considered expensive to provide but the long term consequences of failing to acquire English foreign language are more as it is crucial in the curriculum as a language of instruction and as a subject. The school library should support teaching of reading and make

reading interesting. Africa Region Human Development Department (2008) in regard to sub-Saharan Africa recommends having school library policies that provide clear, realistic minimum library standards, regularly updated with adequate stocks of books and other materials that could also facilitate extensive reading skills.

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