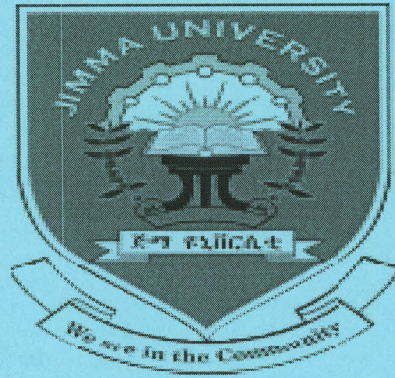


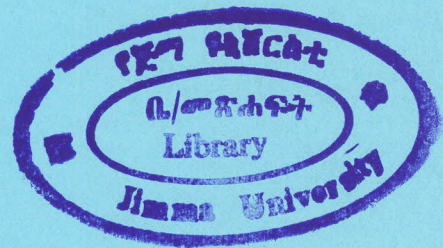
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**Jimma University**  
**College of Social Sciences and Humanities**  
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**MA in Teaching English as a Foreign Language (TEFL)**



**A Study of Students' Attitude towards EFL Reading: Tinishu Metti and Jain Preparatory Schools in Gambella Region in Focus**

**By:**  
**Mulu Kibret**



**Thesis Submitted in Partial Fulfillment of the Requirements for Master of Arts in Teaching English as a Foreign Language (TEFL)**

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**August, 2015**



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**A Thesis Submitted in Partial Fulfillment of the Requirements for  
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**August, 2015**



**Declaration, confirmation, approval and evaluation**

**Research Title:** A Study of the EFL Reading Attitude of Preparatory School Students: Tinishu Meti and Jain Preparatory Schools in Gambella Region in Focus.

**Declaration**

I, the undersigned, declare that this thesis is my original work, not presented for any degree in any universities, and that all the sources used for it are duly acknowledged.

Mulu Kibret

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Signature

09/09/2015  
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**Confirmation and Approval**

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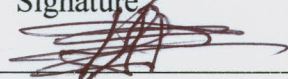
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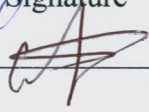
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## **Abstract**

This study was conducted to investigate EFL Students' attitude towards reading of Grade 11 and Grade 12 students at Tinishu Meti and Jain preparatory schools at Gambella Region Mejjeng Zone and Godere and Mengeshi Wereda. The study obtained quantitative and qualitative data collection method. Systematic random sampling technique was employed to select the sample size for the quantitative survey which takes 30% of the total population 325 in each grade in respective schools to maximize the sample. Accordingly, the sample size was 98 students. On the other hand, the researcher used purposive sampling for Focus Group Discussions conducted in the target schools. The schools and grade level of the study were selected in availability sampling techniques because only two preparatory schools were available in Mejjeng Zone. The researcher decided to focus on 11<sup>th</sup> and 12<sup>th</sup> grade students of both schools since these grade level teachers had complaints about their students' low involvement in EFL reading. The quantitative data was analyzed using the Statistical package for the Social Science (SPSS) version 16 software program to calculate mean score in order to describe the target students EFL reading attitude. One sample t-test and mean score were used to compare if there were a significant difference in EFL reading attitude between students in the target schools and whether there existed a significant difference between Grade 11 and 12 students in their EFL reading attitude. On the other hand, the qualitative data used in order to get information why the target respondents hold certain kinds of attitude that was analyzed qualitatively using methods of description, narration and interpretation. The finding of this study indicated that most students found negative kind of attitude. With respect to school and grade levels no statistically significant difference was observed between grade 11 and 12 students in the respective schools and also with respect to schools no statically significant difference was observed between Tinishu Meti and Jain preparatory school students.



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**List of acronyms and Initials**

**EETP:** Ethiopian Education and Training Program (p. 1)

**EFL:** English as a Foreign Language (P.1)

**ER:** Extensive Reading (p. 4)

**ESL:** English as a Second Language (p. 1)

**FGD:** Focus Group Discussion (p. 33)

**NCLRC:** National Capital Language Resource Center (p. 9)

**OECD:** Organization for Economic Co-operation and Development (p. 15)

**SL:** Second Language (p. 4)

**NCAR:** National Council of Agricultural Research`s (p. 19)

## Chapter One: Introduction

### 1.1. Background of the study

In the history of language teaching and learning scholars in the field have been striving to come with appropriate and effective ways of teaching and learning second or foreign languages. Brewster (1992), as cited in Mesfin (2008), states that English is one of the second or foreign languages that are widely taught in schools around the world. Some authors (e. g; Bautista, 1997& Honna, 1999) point out that many people around the world use English as their SL and FL, i.e. English belongs not only to native speakers but also to non-native speakers. It implies that learners of English as SL and FL use this language at least in the classroom context. This is especially the case in the Ethiopian EFL context where the use of English is mainly restricted to the classroom. This situation can have an impact on students' success in learning the English language, which in turn influences their attitude towards reading materials written in English.

In the 1994 Ethiopian Education and Training Program (EETP) marked a shift in the way language used for teaching and learning in different levels of schooling. The EETP made primary education in 'nationality languages' compulsory, and mandated the transition to English as a medium of instruction in secondary and higher education. At secondary and tertiary levels, English is the medium of instruction. To this end, the practice of EFL reading skills has become increasingly important in language learning (Mesfin, 2008). Aydogdu (2007) shows the relation between EFL reading and EFL learning emphasizing that the former is vital for successful EFL learning. Therefore, the practice of EFL reading at preparatory schools is one of the most important skills that are receiving emphasis since students' academic achievement is highly dependent on how much and how effectively they read written text in this language.

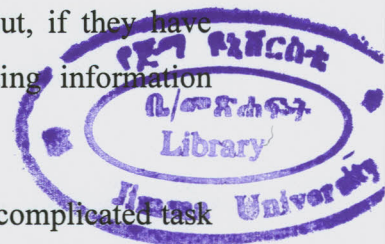
Atkins, Hilom and Nuru (1996) assert that reading is the most important skill for second and or foreign language learning. Reading proficiency is of particular importance in



educational contexts where English is used as a medium of instruction. But, Amlaku (2008) argues that Ethiopian students' language proficiency including reading proficiency remains questionable regardless of effort being undertaken by Ethiopian Government and respective institution. Thus, this indispensable skill is under the influence of student pre disposition such as attitude since learning English as a foreign language poses considerable challenges students may not have positive attitude towards learning English in general and reading texts written in this language in particular. Wang (2000) stresses this idea, 'attitude' to refer to set of beliefs that learners hold towards a number of target language group whether they are interesting or boring, honest or dishonest. Thus, if learners have a favorable attitude towards the reader with the target language, they will have a desire to have more contact with them. But, if they have negative attitude towards reading with the target language for getting information purpose will be hampered.

As highlighted above, learning English as a foreign language is a rather complicated task not only because of the linguistic characteristics of the language itself, but also because of some affective factors such as: attitude, anxiety, motivation, orientation and the like. Among these factors, students' attitude towards the target language is the affective factors. It is possible that the learning context plays an important role in shaping students' attitude since it can determine success or failure in learning the language (Candlin & Mercer, 2001). Thus, students who learn English as a foreign language can differ in their attitude towards the language from those who learn as a first (native) or second language. This difference in attitude can be attributed to differences in learning context. Garden (1985) defines attitude as "An expression of favor or disfavor towards a person, place, thing or event" (p.662).

In addition, Garden (1985) notes that an attitude can be a positive or negative evaluation of people, objects, events, activities and ideas. Choy and Troudi (2006) on their part confirm that the inner feelings or emotions of learners influence their perspectives or their attitudes towards the target language. Thus, both positive and negative attitudes have a strong impact on success and failures in language learning. Lafaye and Tsuda (2002) also stress that sometimes there can be a relation between students' understanding



of the importance of English language and their attitudes towards it. There for, if students have positive attitude towards English, they are likely to engage in reading various EFL texts to achieve a variety of reading goals. Conversely, if students do not have a positive attitude towards learning English and reading materials written in this language, they are less likely to read a selection of EFL texts even if the text written with high motivation and determined purpose.

Students' attitude towards reading is an important factor that directly affects their reading performance (Kush, Watkins & Brookhart, 2005). Reading attitude is identified by language researchers as one of the affective variables which have a considerable influence on second and foreign language learning. Regarding this, Karahan (2007) writes: "Positive language attitude lets learners have positive orientation toward learning English" (p.84). Alexander and Filler (1976) substantiate this argument explaining that reading attitude is the learner to approach or avoid a reading situation which is caused by a system of feelings related to reading. As such, EFL reading attitude may play a very crucial role as they would appear at students' success or failure in academic and in reading comprehension. Regarding the way in which attitudes may relate to the act of reading, (Day& Bamford' s, 1998). Thus, students' attitude towards reading is a crucial factor that directly affects their reading performance and also indirectly brings influence on second and foreign language learning.

Generally, in the context of our country, Ethiopia, English language is being given as a subject in preparatory schools with class contact five times a week and 40 minutes per class (in most cases). In most preparatory schools, EFL teachers complain that most Grade 11 and Grade 12 students have less involvement in reading and comprehending reading texts written in English. They also observed that the majority of these students do poorly on reading comprehension tests. This problem could be the result of negative attitude towards learning English in general and reading in this language in particular, which negatively affects their interest to read extensively and to hinder improve their reading skills. Therefore, research should focus on identifying students' reading attitude towards learning English in general and reading in this language in particular. It is with



this rationale that this study was intended to examine the EFL reading attitude of Grade 11 and 12 in Tinishu Meti and Jain preparatory schools.

## **1.2. Statement of the problem**

Reading is a vitally important tool of SL and FL teaching and learning (Atkins, Hilom & Nuru 1996). Reading helps significantly in extending our command of languages. Therefore, it has an important role in second and foreign language instruction. It is an important skill in this regard especially in countries where English is used as a second and foreign language. This means that reading is essential to the students because it helps them to solidify their grasp of vocabulary, structure and aspects of others language skills. Therefore, students need to possess good reading skill for acquiring knowledge and learning new information. To strengthen this notion, Krashen (1985) contend that reading is one of the English language skills which can serve as an important source of comprehensible input and may take significant contribution to the development of overall proficiencies. Krashen`s comprehensible input hypothecs “facilitates in take” in SL learners since “it is difficult to know exactly how any learner will actually use the input available” (p.204).

Furthermore, the more text L2 learners read, the more input they obtain. Therefore, Krashen`s widely known input hypothesis (e.g., 1985) and his reading hypothesis (1993), which focuses on the benefit of written input through reading, represent the strongest theoretical contention of the necessity and sufficiency of comprehensible input for many aspects of second language acquisition, including vocabulary, grammar, spelling, and linguistic skills. However, despite criticisms of this position during the expansion of theories of second language acquisition (Ellis, 2008 and Ortega, 2009), providing a massive amount of input remains one of the principles of language pedagogy, and extensive reading is probably one of the easiest ways to implement an input-rich learning environment in a pedagogical setting. Thus, beside comprehensible input, attitude is also one of the variables which has capacity to arouse students` interest to use extensive reading in order to develop overall proficiencies.

Attitude as a component of motivation in language learning affect students' involvement in reading (Garden 1985; Starks & Paltridge, 1996). This idea is confirmed by Lafay and Tusda (2002) who emphasize that there is a strong relationship between students' understanding of the importance of English language and their attitude towards it. Furthermore, Tunnell, Calder, Justen and Phaup (1991) on their part characterize students' reading attitude as a significant construct that seriously impacts on their ability to read. Likewise, Lipson and Wixson (1992) stress that students' attitude towards reading is a central factor that affects their performance as readers. In a similar stance, Krashen (2002) also asserts that students' reading attitude determines their future in reading and writing. Therefore, as indicated earlier, students who have positive attitude towards English will read and comprehend a variety of texts written in this language. On the contrary, students who hold negative attitude towards English will not read a range of English texts to develop their reading proficiency.

Since attitude is an important variable in reading, research on reading attitude is very important. Thus, international studies entitled "Motivation, Attitude, and Language Learning" by Nasser Oroujlou and Majid (2001) in the language learning context investigated the issue of "The role of attitude and motivation in language learning". This research applied descriptive and analytic method. The major finding from this study clarified that motivation and attitude have great role in raising proficiency and efficiency of the students in language learning. Likewise, the other example of international research is on "Reading Attitude of High School students: Analysis from different variables", developed by Gomleksiz (2004) from high school context during 2011/2012 academic year. The researcher used ' general survey method'. The research purpose is to answer the research question in the study, "the Attitude Scale towards Reading". The major finding from this study is the reading attitudes of high school students were in the moderate direction.

However, although there are some concerns of EFL teachers regarding their students' EFL reading attitude to the knowledge of the researcher, there were no studies conducted on this topic in the Ethiopian preparatory schools including Tinishu Meti and Jain preparatory schools because the researcher visited different universities like; Addis



Ababa University, Jimma University, and so on. Therefore, this study was hoped to fill this gap since it aims to examine the EFL reading attitude of preparatory students in Tinishu Meti and Jain preparatory schools.

### **1.3. Objective of the study**

#### **1.3.1. Main objective**

The main purpose of the study was to investigate the attitude of EFL Grade 11 and Grade 12 students of Tinishu Meti and Jain Preparatory Schools towards reading.

#### **1.3.2. Specific objectives**

The study specifically attempted to:

- identify the kind of attitude the target students have towards EFL reading attitude;
- find out why students hold this kind of EFL reading attitude;
- determine if there is a significant difference in EFL reading attitude between the students in Tinishu Meti Preparatory school and their counterparts in Jain Preparatory schools;
- find out if there is a significant difference between Grade 11 and Grade 12 students in their of EFL reading attitude.

### **1.4. Research questions**

The study, attempted to answer the following basic questions:

- What kind of attitude do the target students have towards EFL reading?
- Why do these students hold this kind of attitude towards EFL reading?



- Is there a significant difference in EFL reading attitude between students in Tinishu Meti and Jain preparatory schools?
- Is there a significant difference between Grade 11 and Grade 12 students of Tinishu Meti and Jain Preparatory schools in EFL reading attitude?

### **1.5. Significance of the study**

The purpose of this study was assessing students' reading attitude in the EFL class considering the contribution to develop their reading ability. So, the researcher hoped that the finding of this study would contribute to:

- enable Grade 11 and Grade 12 English language teachers to understand the problem of students' reading ability in the class and to find the solution of the problem.
- enable English subject teachers and students and other concerned body to identify area of problems and to strength effective class room teaching and learning of reading.
- device mechanisms to increase students' positive reading attitudes in order to become good readers.
- serve for other researchers interested in this area may use the findings as reference for further scale studies.

### **1.6. Scope of the study**

This study was delimited to EFL reading of Grade 11 and Grade 12 students in Tinishu Meti and Jain Preparatory Schools. It was conducted in Gambella Region, Mejeng Zone, Godere and Mengeshi Wereda in two preparatory schools in 2014/2015 academic year. These two preparatory schools were chosen because they were the only two available preparatory schools in Mejeng Zone where the researcher works. The two schools were thus selected because of their easy access for the researcher. In addition, the researcher decided to focus on Grades 11 and 12 students of both schools since she had heard

English language teachers constantly complaining about their students' low involvement in reading activities.

### **1.7. Limitations of the study**

It would have been better if the study addressed more preparatory schools to increase the number of respondents. However, the study was limited to students of only the two preparatory schools mentioned above because of small sample size of population. As a result, the findings of the study cannot be generalizable to other preparatory schools. In other words, due its limited scope, the study has less external reliability.

## **Chapter Two: Review of the Related Literature**

This chapter focused on review of the literature related to the study EFL reading attitude. The review consists of the concept of reading, purpose for reading, elements of reading (the text, the reader and the context) and the role of attitude in reading. The details are provided in the following sections:

### **2.1. The concept of reading**

The literature depicts reading as a process of decoding meaning from a text. Grabe (1991) describes reading is seen as "...active processes of comprehending [where] students need to be taught strategies more efficient [e.g. guess from context, define expectations, make inference about the text, skim ahead to fill in the context, etc]" (p.377). In a related manner, Paran (1996) views about reading as "an activity involving constant guessing that are later reject or conformed" (P.25). This means that one does not read all the sentences in the same way, but relies on a number of words to get an idea of what kind of sentence is likely to follow. In addition, readers should learn and use strategies for comprehending the text. Different kinds of texts like text book, reference books, fictions, newspapers are provided information to the reader. Rosenblatt (1991) confirmed that a reader takes an efferent stance when the goal of reading is to gain information from the text (e.g. textbooks, newspapers, reference materials, fictions etc.). In similar stance, a number of dimensions such as reading fluency (Rasinski, 2010), comprehension reading texts (Duke & Pearson, 2002), attitude towards reading (McKenna, Kear & Elisworth 1995), and motivation (Guthrie, Wigfield, Metsala & Cox 1999) compose reading skills.

Anderson et al. (1985) confirm that reading comprehension is an activity that is done with a purpose. It is an interactive process that goes on between the reader and the text resulting in shared meaning. National Capital Language Resource Center (NCLRC, 2004) also explains that the reader knows when and which knowledge, skills and strategies are



used appropriately for the type of the text to determine reading comprehension result. Thus, students must be able to monitor their own comprehension and apply specific reading strategies when necessary (Manson et al. 2006). Besides, Paran (1996) states that reading is an interaction between the reader and the text which requires efficient knowledge of the world, reasonable mastery of the target language, rich background and comprehension ability. This means that if readers have coordination of the above four knowledge and ability, they have to do even some other jobs can be comprehended a text. Anderson et al. (1985) assert that by using background knowledge, readers interpret, evaluate, synthesize, and consider alternative interpretation. Thus, reading is a complex process of constructing meaning from written text which requires coordination of a number of interrelated sources of information (Davis, 1955 & Nutall, 1996).

In the process of reading, text readers use both linguistic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing) in order to interact efficiently with the text as they try to generate meaning. The extent to which top-down or bottom-up reading process is involved more or less in a particular reading context depends on the nature of the reading text, the readers' reading purposes, their language proficiency, their attitudes toward reading, their interests in reading a particular text, and their available background knowledge associated with the text they read (Alderson, 2000 & Koda, 2005).

Grabe (1991) argues that many researchers attempt to understand and explain the fluent reading process by analyzing a set of component skills. Consequently, researcher has study to structure this at least six general component skills and knowledge area such as automatic recognition of skills (involve recognizing letters, characters or word, sound etc.); knowledge of vocabulary and structure; knowledge of formal discourse (to communicate specific data, information, understand the formal structure etc.); knowledge of context, background knowledge; synthesis and evaluation skills/strategies; and meta cognitive skills (the ability to understand and analyze learning, i. e, recognize learning preference, self regulated etc.).

Apart from the above six general component skills and knowledge area, reading in a new language requires appropriate attitude on the part of students. Logan and Jounston (2009) state that, reading attitude is an important factors students reading achievement in class reading activity. Attitude concept can be viewed from these three dimensions. Each one of these dimensions has different features to bring out language attitude results. Accordingly, the attitude concept has three components i.e., behavioral, cognitive and affective. These three attitudinal aspects are based on the three theoretical approaches of behaviorism, cognitivism and humanism respectively (Choy & Troudi, 2006). The way one behaves and reacts in particular situations is dealt the behavioral aspect of attitude. In fact, the successful language learning enhances the learners to identify themselves with the native speakers of that language and acquire or adopt various aspects of behaviors which characterize the members of the target language community. Cognitive aspect of attitude involves the beliefs of the language learners about the knowledge that they receive and their understanding in the process of language learning. The cognitive attitude can be classified into four steps of connecting the previous knowledge and the new one, creating new knowledge, checking new knowledge, and applying the new knowledge in many situations.

Attitude can help the learners to express whether they like or dislike the objects or surrounding situations. It is agreed that the inner feelings and emotions of learners their perspectives and their attitudes towards the target language is affected positively or negatively the situation (Choy & Troudi, 2006). As McGuire (1969, cited in Oscamp, 1977) suggests that these three components are closely interrelated that is not separate one to the others because the distinction is useful. Therefore, the three attitudinal aspects are changing in emotional, behavioral and cognitive domains of personality consider as learning. Thus, it is necessary that students develop positive attitude towards a new language and reading materials written in this language. In the Ethiopian context, preparatory school students are expected to engage in tremendous reading of texts written in English for academic and other purposes. As (Roettger, Ymczuk & Millard, 1979 as cited in Ünal, 2010) confirm that preparatory school students developing positive attitude towards reading is crucial in terms of measuring and assessing the objective of reading



skills. Therefore, they have to develop positive attitude towards learning English and reading texts written in English.

## **2.2. Purpose for reading**

Reading serves multifaceted purposes. People read books for a variety of reasons or purpose for example, to comprehend a text and answer comprehension questions, to do grammar activities in contextual, to solve language problems, to improve language ability, to achieve pleasure and get information, to know the instruction of using a particular tool, to be familiar with a particular country or place, to understand message from a printed document, to get idea from inscription from any objects etc. Doff (1997 ) confirms that, people usually to read any text concerning to their purpose such as something they interest to find out, some any information they want to check or clarify, some opinion they want to match against and supposing their own etc.

By the reason of People have different opinions, backgrounds, experiences and schemata, the reasons or purposes of reading a text is different from person to person (Nuttall, 1996). Since the same text may be a source of various abundant interests depending on the person concerned. Furthermore, Wallace (1992) asserts that, the reason for reading depends very much on the purpose of reading. Brown (2000) also explains that efficient reading consist of clearly identifying the purpose in reading something read weather for academic, recreational or information purpose. Brown and Wallace stress that by doing so the reader knows what he/she is looking for and can discriminate potentially distracting information from the reading texts. The teachers have to make sure that students know their purpose in reading something whenever teachers teach a reading technique.

Thus, the reason for reading depends very much on the purpose of reading. Minimally, reading purposes are three such as: reading for survival (information), reading for learning (academic), and reading for pleasure (entertainment). Hence, Grellet (1996) emphasizes that, "... has divided non-academic reading in to two main criteria those are:



(a) reading for pleasure [recreational reading] and (b) reading for information [survival reading]” (p.4).

Firstly, reading for survival or information is done in response to our environment for example, to find out information from street signs, advertisements and time tables, menu, schedule etc.... It depends very much on the day-to-day needs of the reader and often involves an immediate response to a situation (Wallace, 1992). Rosenblatt (1938) has also described reading for information as ‘efferent reading’ since many people prefer reading to collect information from anything is written. In addition to that, reading skill still has more effect on the reader than other media (e.g. voice-recording, Television), and reading is widely used skill in decoding the meaning from written texts as permanent sources of information. .

Grellet (1996) states that people read books “in order to find out something or in order to do something with the information [they] get” (p.4). Nuttal (1996) asserts that we read because we want to get something from the written text. Now a day for example; in this widely aspects of globalization, people are busy in collecting and storing information, update news of the current world, business information, information on culture and politics, news of foreign affairs etc. is needed a pieces of information from the written text. Grellet, 1996 as cited in Md Rahman, (2004) the major sources of these pieces of information are newspaper, magazines, and internet, and these media require necessary skills in reading. Reading skill in English as second and English as foreign language is necessary for the language of computer, international newspapers and magazines is written in English. Moreover, learners go overseas with a specific purpose such as: higher studies, dealing with overseas customers, performing professional jobs as well etc. (Nuttall, 1996).

Williams (1996) rightly states that “reading for information in English is one of the most important purposes that the learners may have in learning English” (p.124). Students read books for information also because of the fact that they want answers of certain questions upon certain issues, and they need to confirm their inferences. To put it in Doff’s (1997) word, “Questions and guesses ... make us want to

read [because we want to know answers]" (P. 171). Beside to this, readers' positive reading attitude is played an important role in order to achieve very much on the day-to-day needs of the reader and student often involves an immediate response to a situation since reader read something try with interest. It helps to know (to get) the information because interest is too much relate to positive attitude (McKenna, Kear & Elisworth 1995).

On the other hand, reading for learning is considered to be the other purpose of reading done with purely academic orientation. Reading is also an important skill for academic purposes because it is one of the most frequently used language skills in school life. This is elaborated by McDonough & Shaw (1993) in the following quotation:

As a skill reading is clearly one of the most important, in fact in many instances around the world we may argue that reading is the most important foreign skill, particularly in cases where students have to read English material for their own specialist subject, but may never actually have to speak the language; such case are often referred to as English as a library language (p.89).

In similar stance, Students' exposure to the English language in EFL contexts is more or less limited to written texts available. Mikulecky and Jefferies (2004) on their part state that when learners receive strategy instruction, they build "...on their established cognitive abilities and background knowledge" (p. 183). As the result, they may have faster access to the reading material they have to use in their academic work.

Pool (2009) also points out that "a number of studies show the connection between increased reading strategy use and skilled reading among second language learners at the post- secondary level" (P.30). Thus, teachers can promote positive reading attitude of students by spend time helping children acquire basic reading skills. This will ease the cognitive process of gaining meaning and enjoyment from reading if basic reading skills such as word recognition achieve at an adequate level. Readers achieve word recognition skills is may helped increasing fluency through repeated readings of passages. This will



likely facilitate children's confidence, competence, and positive perceptions about themselves as readers (Carr & Borkowski, 1989).

In related manner, they say that, teacher help children realize that positive outcomes are likely if considerable effort is made toward engaging in reading activities. If children do not attribute success to their efforts, teacher may want to consider implementing attribution retraining techniques that consist of helping children realize that successful outcomes are due to effort rather than external factors beyond their control (Carr & Borkowski, 1989). Thus, regarding these researchers, reader efforts has a capacity towards engaging and re training in reading due to they can realized that the positive or successful out comes.

Reading for pleasure is other purpose for reading. According to Nell (1988) reading for pleasure is a form of play that allows readers to experience other worlds and roles in their imagination. Holden (2004) also conceived of reading as a creative involvement that is far removed from the passive pursuit it is frequently perceived to be. Others have described reading for pleasure as a hermeneutic, interpretative activity, which is shaped by the reader's expectations and experiences as well as by the social contexts in which it takes place (Graff, 1992).

Research from the Organization for Economic Co-operation and Development (OECD, 2002) showed that students' family's socio-economic status is less contributed important for children's educational success than reading enjoyment. Reading for pleasure could be one important way to help combat social exclusion and raise educational standards. According to Krashen's (1993) who is a major proponent of the value of reading for pleasure stated as:

When children read for pleasure, when they get "hooked on books", they acquire, involuntarily and without conscious effort, nearly all of the so-called "language skills" many people are so concerned about: they will become adequate readers, acquire a large vocabulary, develop the ability to and use complex grammatical



constructions, develop a good writing style, and become good spellers. Although free voluntary reading alone will not ensure attainment of the highest levels of literacy, it will at least ensure an acceptable level. Without it, suspect that children simply do not have a chance (p. 85).

While talking about non-academic reading or 'private reading' or "reading for Pleasure", Strong (1945) comments that we enjoy it or hope to enjoy with it is caused the only sensible reason for reading anything because pleasure covers a whole variety of feelings and shades of feeling. So one should read only what one likes in order to get expected range of pleasure. Building reading motivation requires complex construction. There is not a single right motivational tool. What inspires one student read might not inspire to other. Gallagher (2003) states that, "to maximize our chances success, we need to sell students on a wide range of a reason why they should read, most of the reasons need to be made visible to our students" (p.4). Thus, readers read the reading material for that matter; they can be motivated by what they have read. So if they are motivated, they can have positive attitude towards the reading because motivation is distinct from attitude and interest of students (McKenna, Kear, & Ellsworth, 1995).

People read English books, poems, novels and news papers because they find them pleasurable. Eagleton (1996) stated the same opinion that "people read books of poems, novels etc. because they find them pleasurable, and it is truly appropriate as far as the foreign language is concerned"(p.166). Intention for seeking pleasure from a text makes readers read more and more which ultimately leads them towards a better understanding of and building up vocabulary, and it ultimately helps them to develop the overall skills in reading second and foreign language and have to positive attitude towards reading because positive attitude will help readers reading improvement.

According to Wang (2000) writes: "If students do not like reading or they think reading is boring, their negative attitude towards reading will hinder their reading improvement" (p.120). In related manner, studies should focus on reading attitude since attitude is a

variable that predicts reading achievement (House & Prion, 1998). A reader enjoys a book when she or he gets pleasure from this book. If the book hinders to provide the pleasure she or he seeks, she or he will simply stop reading. For this reason, the aim of a reading program should be, according to Nuttall (1996), "to enable students to enjoy [or at least students feel comfortable with] reading in the foreign language" (p.31).

Reading for pleasure may have the capacity to build student's reading attitude (Wallace, 1992). It is not focused as a basic skill instruction yet. This creates an obstacle for the teachers who are attempting to encourage readers with a lifelong love for reading (Sanacore, 2000). Studies show that there is a positive relationship between the amount of independent reading students do and their achievement in the school (Anderson, Wilson & Fielding, 1988). McKenna, Kear, and Ellsworth (1995) state poor attitude will be understood as the lack of desire to read. Students who are capable readers may not have a strong positive attitude towards reading if they expect that another activity would give them more satisfying results. Therefore, reading for pleasure should be enhanced to help students to develop positive attitude towards reading and develop independent reading habits.

Generally, as Nuttall (1996) stresses the central reason behind reading is the extraction of meaning from a text based on one's reading purpose. Similarly, Brown (2000) explains that efficient reading consists of clearly identifying the purpose for reading. Thus, the process and purpose for reading should be related to students' attitude. This means that if one does not have a positive attitude towards reading, he/she will not succeed in extracting meaning from the written text. This implies that EFL teachers should encourage students to read for various purposes, not just for academic purpose only, so that they later develop a love for reading.



### **2.3. Elements of reading**

Elements of reading consist of the text, the reader, and the context. The process through which the dynamic interaction of the reader's background knowledge, the information inferred by the written language (the text), and the reading situation (context) is constructing meaning (Dutcher, 1990). These three elements briefly described in the following sub-sections:

#### **2.3.1. The text**

According to Shahidullah (1995-96), "A text is a piece of communication, parts of which relate to each other to create a meaningful whole" (p.211). There are many different definition of text provided by different scholars. For example, Ronald and Michael (2006) define text is any written printed or electronics material that is composed as a paragraph, an essay or longer stretches of writing. In addition, Taylor and Francis (1980) define text is any sequence of paragraph and more rigorously as any un changeable sequence of paragraph which has a strong cohesion between paragraphs which is related to a value system of some sort. In similar stance Cook as cited in Brurnfit (1987) defines a text as a number of sentences bound together by cohesive devices and giving meaning to each other. Extracts may be regarded as part of a text, separated for purposes of quotation, or study from the other sentences, with which, to a greater or lesser extent, it coheres. Reading (passage) is another alternative term used to refer to a text.

Therefore, in the context of this study, a text can be a paragraph, a passage, a chapter of longer pieces of writing used for class room use or other purposes, prescribed by teachers a reading assignment or chosen by students for independent reading. In addition to the text, students should have positive attitude towards the text in order to comprehend that text.



### 2.3.1.1 Text selection

Selecting a proper text is important for both the students and also for the teacher to teach and learn reading in the class. However, it is difficult to select an appropriate text fit for the readers, yet some proper steps should be practiced to ensure the right choice. By leaving the choice of literature up to the students there is an opportunity for students to control their reading growth. The National Council of Agriculture Researches (NCAR, 2003) study describes the positive reaction to letting students have choice over the literature. “The objectives of free reading are to develop reading habits and encourage students to become lifelong readers. Children who do extensive free reading choose what experts consider ‘good books,’ and the more they read the more they expand their reading interests”(p.9).

Texts should be selected according to the linguistic level of the students and the purpose of reading. Shahidullah (1995-96) states, “Students’ present linguistic level, and the level of their content and cultural schemata have to be taken into consideration in selecting texts for them”(p.226). There are various kinds of materials around us to read and explore. Grellet, 1996 as cited in MdRahman, (2004) has pointed out a variety of reading materials. They are:

a novels, short stories, tales; other literary texts and passages [e.g. essays, diaries, anecdotes, biographies]; a plays; a poems, limericks, nursery rhymes; a letters, postcards, telegrams, notes; a newspapers and magazines; a specialized articles, reports, reviews, essays, business letters, summaries, précis, accounts, pamphlets; a handbooks, textbooks, guidebooks; a recipes; a advertisements, travel brochures, catalogues; a puzzles, problems, rules of game; a instructions, directions, notices, rules and regulations, posters, signs, graffiti, menus, tickets; a comic strips, cartoons and caricatures, legends; a statistics, diagrams, time-tables, maps; and a telephone directories, dictionaries, phrasebooks. Among these and other in numerous options one has to select the appropriate text (p.3).

At the same time, one should bear in mind that no text is complete in itself, and so, it is the reader's duty to convert the text into meaningful discourse. Candlin, (1984) remarks: Texts do not have specific meanings potentially accessible to all; they rather allow variety of interpretation by different readers, governed by factors such as purpose, backgrounds, and the relationship established in the act of reading between the reader and the writer. Before the final selection of texts for the students, some criteria which influence the choice of texts should be considered. Nuttall points out three main criteria for a good selection of the texts should be:

1. "Suitability it means should interest the reader preferably enthrall and delight them" (Nuttall, 1996, p. 170).
2. "A Exploitability: it is "facilitation of learning", and its importance is next to suitability. "A text you cannot exploit is no use for teaching even if the students enjoy reading" because "the focus in the reading is neither language nor content, but the two together: how language is used in conveying content for purpose" (pp. 171- 2).
3. A Readability: it refers to the combination of structural and lexical difficulty. As the linguistic and structural levels are not the same for all the students, "it is necessary to assess the right level for the students in terms of vocabulary and structure into account appropriate vocabulary and structure compact to that students level " (Nuttall, 1996, p. 174)

The text that teachers select to teach reading should be familiar and interesting to their students. Interesting text refers to an ample supply of texts that are relevant to the learning and knowledge goal being study. As Wade, Buxton and Kelly (1999) find that, in the study examining or checking reader`s text interest, texts to be with important, new, and valued information were associated with students interest. It is also important that text be matched to the cognitive competence of the learners (Csiksentmihalyi, 1990). Good teachers teach their students by using interesting texts, he/she can support the motivational process of mastery orientation and autonomy.



Thus, if students motivated with the text, they will have positive attitude towards the text since motivation is distinct from attitude and interest of students (McKenna, Kear, & Ellsworth, 1995). In addition, Carr and Borkowski (1989) elaborate teachers can promote students positive reading attitudes by Provide a variety of high interest reading materials of various grade levels in the classroom. This can be teachers provided magazines, newspapers, books, dictionaries, encyclopedias, and other reference materials that contain content that matches for students' interests and level. Furthermore, systematic reinforcement such as (praise, reward,) give when students are engaged in reading activities is provided by the teachers also Shape children's attitudes toward reading.

Generally, since texts play an important role in reading instruction, syllabus designer, textbook writers and teachers should make sure that the text they choose are familiar and interesting for students so that the latter approach reading with positive attitude and develops as independent readers. Especially, the issue of minimized text difficulty should be a serious concern in the Ethiopian context where English is used as a foreign language. At this point, it is good to look in to the various factors that make a text difficult.

### **2.3.1.2 Text challenges**

Certain factors can make reading text difficult which can ultimately affect students reading attitude negatively. These are the language of the text, literary style, background knowledge, cultural reference and the topic of the text. These factors are explained as follows:

One of the main challenges emphasized in literature caused by the text by itself, such as the language of the text. Especially, this happen when there is a mismatch between the text selected and students' language ability. So, teachers know that the text teachers to teach their students should promote students' intellectual development, independent thinking, interesting to adolescents and meet certain cultural and enjoyment standards (Agee, 1998).

The language of the text suffers especially for struggling readers, because they lack interest and confidence when faced with texts laden with complicated language (Arvidson & Blanco, 2004). They spend a lot of time looking up or guessing meanings of words which might result in regressive eye movement, losing sight of the plot or the bigger picture by the time they reach the bottom of the page or the end of the story. To avoid frustration and students' lack of participation, it is vital to ensure that the language of the text match students' proficiency level and that, according to (Ganakumaran, 2002) "there is a match between the linguistic expectations in the language syllabus with those of the literature component syllabus" (p.65). In other words, the linguistic content, i.e. vocabulary selection, sentence complexity, length of the text, organization of paragraphs, etc. should not go much beyond the comprehension abilities of the target students.

Unfamiliar vocabulary, grammar and sentence structure hamper students' understanding of the texts. Students tend to misinterpret key words or fail to recognize them and focus instead on the less important part of words in a text. Thus, when they read a text may they face with unfamiliar, difficult words, phrases or sentences, students use their lower-level reading skills. That means where they look at a sentence or phrase for clues instead of using higher level skills such as inference or relying on the context to guess a word's meaning (Sarjit & Rosy, 1999).

Students also need a good grasp of the target language to appreciate choices and deviances in the text. Poems are generally disliked due to the abundance of figurative language and images which students fail to interpret (WanKamariah, 2009). Linguistic structure in poems can be confusing such as the use of irregular punctuation, capital letters and organization. Students generally feel that poetry contributes very little to their language development compared to other genres such as short stories and novels. Totally, especially culturally unsuitable texts can create distance between the text and the readers (Saraceni, 2003).



Beside linguistic skills, students also need back ground knowledge to fully comprehend literary texts which are written by authors who assume their readers share the same back ground knowledge, similar value and norms (Horowitz, 2002). Appropriate background knowledge plays an essential role for generating inference (McNamara & Kendeou, 2011). Unless when students encounter unfamiliar cultural aspects, they tend to interpret the meaning based on their own culture, which might result in inappropriate cultural representation. Therefore, cultural representation and interpretation should match. If the author has considered his/her readers' culture and norm, they can understand the text easily using their background knowledge. As far as background is concerned, students' prior experience affects their reading attitude which helps them to interpret of the text appropriately or otherwise. This means that if students have positive attitude towards the text and use their background knowledge, they will fully comprehended and interpret the text written in English language.

Cultural reference also poses a problem for student in trying to comprehend a text is totally alien to them. In other words, if the text has no parallel to the students' culture, the students do not understand it. For example; the black colour is stereotyped to symbolize death in Western which is associated with white among Muslims. Because Western`s and Muslims` societies have different culture as well as cultural reference. Unless the author writes his/her point of view explicitly portrayed in the literary texts, understand other culture is made even more difficult to reader. Apart from the cultural reference of the text, students misunderstand is due to the teachers' lack of cultural awareness, the lack of supporting material that address cultural issues and minimum attention of introductory class in order to that introduce elements of the text (Gurnam, 2003 & Ganakumaran et al. 2003).

Beside the above challenges of text, the topic of texts can pose a problem for students to comprehend the text. The topic of the text can be remote to the students, not only in terms of experience but also historically, geographically or socially. Students prefer reading texts that address issue of youth, relationship and changes in social values. Texts favored are those with clear language, careful organization and thought-provoking themes. Wu

(2008) confirm that adolescent literature which is widely available thus providing more choices and are also easier to understand as they are written in contemporary English. In addition, Davise et al. (1992) states that students feel more motivation to read literature if they are given a choice or allowed to negotiate the texts that are to be included in literature classes. The National Council of Agricultural Research's (NCAR, 2003) describes that the positive reaction to letting students have choice over the literature: The objective of free reading and habits and encourage students to become lifelong readers. Children who do extensive free reading chose what experts consider 'good books' and the more they read, the more they expand their reading interest (p.5). Therefore, teachers make sure the texts suit students' interest.

Furthermore, it is important for readers to read more, it is crucial for them to become motivated to read. Schatmeyer (2007) emphasizes, "The key is linking reading material to the things that interest the students ..." (p. 10). Shaywitz (2003) in her book emphasizes, the need to increase motivation for students with reading disabilities and finds "motivation is increased by a child's having a sense of control, such as choice about assignments -which book he/she will read or what topic he/she will report on" (p.284). However, there is little research that has examined how choice in reading affects reading comprehension, reading fluency, reading attitude, and the amount of home reading for students with learning disabilities.

It can be concluded that challenges of texts should not continue with its problem. It needs some adapting so that students to develop their reading comprehension so that, the language of the text have to be select and match with students language ability in order to avoid frustration and students become active participant in the class; un familiar and difficult vocabulary also have to be avoided so as to students use their higher level of skill which is inferring on the context to guess a word's meaning; literary style have to be referring students cultural norm; back ground knowledge to help students to fully comprehended literary so that authors should be assume their readers; and also cultural reference should be parallel to students culture; and lastly the topic of text also do not remote the students-it should address issue of them. In this case, the text can be reasonable easy to understand, familiar to student, and interesting for students. So if the



text is easy, understandable and familiar to students, they can develop positive reading attitude especially with the Ethiopian context since English is used as a foreign language.

### **2.3.2. The reader**

The reader is a person who reads a text that is part of a planned series for those learning to read or a standard textbook especially for foreign language learning (Collins English Dictionary. com). The reader is thus an important element in the reading process. This means unless the reader reads text, reading materials are not necessary because reading is an interaction between reader and the text (Anderson et al., 1985). Readers should be able to monitor their own comprehension and apply specific reading strategies when necessary (Cohen, 1990; Manson et al., 2006). Thus, reading comprehension occurs when the readers know which skills and strategies are appropriate for the type of text (NCLRC, 2004). Obviously, the reader's background knowledge has an important role in comprehending a text. That is why, Bartlett (1932) states that background knowledge plays a supportive role comprehending a written message. The implication is that the reader should apply background knowledge in reading comprehension activities.

As indicated in the above paragraph, the reader is an important element in the reading process. Firstly, it is the reader who directly interacts with the text set forth by the writer. Secondly, the reader poses a considerable degree of influence on the meaning of the text as he/she interprets it. Thirdly, the reader uses prior knowledge and applies various text comprehension strategies in the reading process. Equally important is the affective variables in the reader which impose a lot of influence on reading. One of such variables is reading attitude.

### **2.3.3. The reading context**

It is widely held that reading comprehension is constrained factors. As such, schooling, literacy instruction, and reading are understood differently by different social group

(Alexander, 2000). In other words, due to the existence of shared ideas, values, habits, customs, world views and cultural beliefs that distinguish one country, region or community from others, there are context-specific perceptions of reading and readers (Wallace, 2003). As Wallace argues the vernacular literacy practices (e.g. Quran reading), which extend beyond the confines of the classroom, can have a considerable influence on reading comprehension instruction and reading engagement. Therefore, reading comprehension is a social process in that: a) authors and readers perform their roles as members of a particular community and, b) reading takes place in a social context.

This endorses the view that reading comprehension is a social process with a complex relationship between text writers, text receivers and the text itself. Each of these elements is constrained by socio cultural variables prevailing in a particular context (Franz, 2008). As an important factor in reading comprehension, attitude is also influenced by the social context to which the reader belongs. For example, users of English as their first language and learners of English as a foreign language may not have the same attitude towards reading materials in this language. Therefore, students' reading attitude should be studied in its particular social context.

#### **2.4. The role of attitude in reading**

Attitudes are emphasized heavily in studies of reading. Sainsbury (2004) stresses that reading education has two fundamental objectives: developing reading skills and enhancing positive attitudes towards reading. The implication is that studies of reading should emphasize attitudes, since attitude towards reading is a variable that predicts academic achievement (Hood et al. 2012; House & Prion, 1998). Reading attitude is thus an important factor that affects students' reading achievement, impacts on learning success and determines whether learners will become independent readers or not (Lipson & Wixson, 1992; Logan & Johnston, 2009).

Reading is foundation for functioning in school and as a member of society. Students' reading attitude determines their future successes in reading and writing (Wang, 2000). In



addition, given the critical importance of reading in today's society, it is important that students develop positive attitude towards reading at a young age. Thus, children's understanding of the purposes for learning to read and developing positive attitude towards reading are fundamental to their attitudes as adults (Davies, 1995). In similar stance, reading attitude plays a fundamental role in the development lifelong reading skills among students (Krashen, 2002). It is generally acknowledged that positive reading attitudes lead to positive reading experiences, which in turn, lead to higher academic performance. According to Wang (2000) writes: "If students do not like reading or they think reading is boring, their negative attitude towards reading will hinder their reading improvement" (p.120). Therefore, this study is based on the assumption that determines reading achievement and thus does not attempt to correlate the respondents' EFL reading attitude with their reading achievement.

Reading educators and researchers have shown keen interest in reading attitude of students as a variable that influences achievement in reading. Educators deal with the issue of attitude daily in the class room and re constantly trying to find way in which they can improve their students' attitudes toward reading. Moreover, McKenna, Kare, & Ellsworth (1995) confirm that, the ability to understand the role of attitude in develops readers is important for two principle reasons. First, attitude may affect the level of achievement that is ultimately attained by a given students its influence on such factors as engagement and practice. Second, even for the fluent readers, poor attitude may occasion a choice not to read when other options exist.

It is important to understand what factors influences attitude. The question of if the ability of the reader affects their attitude, often arises. Society is looking for ways to make their children more engaged in reading and attitude is one of the factors that play an important role in reading engagement. Ability is often a factor in reading attitude of a student. It is important to look at the role that ability plays in reading attitude. A survey of teachers' opinions by Haill's (2005) study results, the majority of teachers showed relatively positive attitudes towards the importance of teaching reading. This means teachers believed reading attitude plays an important role in reading development. However, few of these teachers took the time to evaluate their students' attitudes towards

reading or in making an effort to try to improve it (Howard, 1988). This shows that students' reading attitude along with teachers' efforts to improve it should receive adequate emphasis in research. Therefore, conducting a study that intends to identify the EFL attitude of preparatory school students in the Ethiopian context is a logical undertaking.

Generally, the review related literature had provided detail information about the important of students EFL reading attitude. Thus, review related literature consists of concepts of reading; purpose for reading such as: reading for survival, reading for pleasure and reading for learning; elements of reading (the text, the reader and the context); and the role of attitude in reading.



### Chapter Three: Research Methodology

This study intends to investigate the EFL reading attitude of Grades 11 and 12 students in Tinishu Meti and Jain Preparatory Schools. It also aims to compare the two groups of students in terms of their attitude towards EFL reading. In addition, the study attempted to compare Grade 11 and Grade 12 students in relation to their reading attitude. Specifically, it tried to address the following specific research objective and the corresponding specific research questions.

#### Specific objectives

- To identify the kind of attitude the target students have towards EFL reading attitude;
- To find out why students hold this kind of EFL reading attitude;
- To determine if there is a significant difference in EFL reading attitude between students in Tinishu Meti Preparatory school and their counterparts in Jain preparatory schools.
- To find out if there is a significant difference between Grade 11 and Grade 12 students their EFL reading attitude.

#### Specific research questions

- What kind of attitude do the target students have towards EFL reading?
- Why do these students hold this kind of attitude towards EFL reading?
- Is there a significant difference in EFL reading attitude between students in Tinishu Meti and Jain preparatory schools?
- Is there a significant difference between Grade 11 and Grade 12 students of Tinishu Meti and Jain Preparatory schools in their EFL reading attitude?

This chapter describes the methodology that was used in this study. The chapter consisted of design of the study, population and sampling, data collection instruments, data

collection procedure and techniques of data analysis and ethical considerations as described in details in the following subsections.

### **3.1. Research design**

This study employed a descriptive-comparative survey which used both quantitative and qualitative designs. The reason to use descriptive method was that the study was intended to describe the EFL reading attitude of students in both preparatory schools without manipulating it in any way. In addition, the study aimed to compare the two groups of students in terms of their EFL reading attitude. Making a comparison between Grade 11 and Grade 12 students in the target schools was also focused of the study. Thus, the study employed comparative survey.

As indicated in the preceding paragraph, the study employed both quantitative and qualitative methods of inquiry. Quantitative design was used for answering specific research questions (1,3and 4) indicated above. On the other hand, qualitative design was used since the research aims to identify why the target students hold a certain attitude towards EFL reading (research question 2). Therefore, the study used both quantitative and qualitative instruments because the sub-research questions and the corresponding specific objectives required both quantitative and qualitative data.

### **3.2. Population and sampling**

The target population of this study was Grade 11 and Grade 12 students of Tinishu Meti and Jain Preparatory Schools in Gambella Region, Mejeng Zone, Godere and Mengeshi Woreda in 2014/2015 academic year. The total number of students learning in Grade 11 and Grade 12 in Tinishu Meti Preparatory Schools in the stated academic year was 88 and 112 respectively. On the other hand, the number of Grade 11 and Grade 12 students in Jain Preparatory School was 76 and 49 respectively. Therefore, the total number of students in the two schools was 325. The researcher used systematic random sampling



technique to select student respondents for the quantitative survey taking 30% of the total population in each grade in the respective schools in order to maximize sample size. Accordingly, the sample size was 98 students as indicated below:

No	Name of School	Total Population	Samples population
1	Tinishumetti	Grade 11 = 88	26
		Grade 12 = 112	34
2	Jain	Grade 11 =76	23
		Grade 12 = 49	15
	<b>Total</b>	<b>325</b>	<b>98</b>

On the other hand, the researcher uses purposive sampling for the focus group discussions to be conducted in the target schools. Therefore, the FGD was conducted with 8 students in each grade level. From each school and grade level, 8 participants of FGD (16 from Grade 11 and the other 16 from Grade 12 students-a total of 4 FGDs with 32 participants) was included in the study. The participants were selected based on academic achievement. Therefore, the participants selected were from higher achievers and lower achievers.

The school and grade level of the study were selected based on availability sampling techniques because only two preparatory schools were available in Mejeng Zone (the study area). The researcher decided to focus on 11<sup>th</sup> and 12<sup>th</sup> grade students of both schools since these grade level teachers had more complaints about their students' low involvement in EFL reading. Besides, another reason for the focus on preparatory school students was that students at this level prepare for university entrance exams which required tremendous EFL reading; they were expected to develop positive attitude towards reading materials written in English.

### **3.3 Data Collection instruments**

The study obtained data from quantitative and qualitative design.

#### **3.3.1. Questionnaire**

Questionnaire was used to address the quantitative component of the study in general and the qualitative component in particular. The questionnaire used in this study was developed by McKenna and Kear in 1990. The survey was a descriptive measure that contains twenty items about reading attitude. Ten of the items relate to recreational reading, while the other ten relate to academic reading. The survey used Likert scale where in the student was given four options: 4= makes you very happy, 3= makes you slightly smile, 2= makes you mildly upset, and 1= makes you very upset. This survey, known as Elementary Reading Attitude Survey (ERAS), was proven to be both a valid and reliable means of measurement. McKenna and Kear (1990) employed the use of Cronbach's alpha to measure the reliability of this instrument. Additionally, McKenna and Kear (1990) studied many sub-scales of reading attitude in order to determine the validity of the survey. The McKenna and Kear (1990) survey was initially developed for classroom use, but later, used for research purpose, for example; McKenna and Ellsworth (1995) used it for research purpose.

This survey questionnaire was adapted in this study since this study aims to measure EFL reading attitude of students. That was a modified version of the McKenna-Kear questionnaire used in such a way that it fits in the context and purpose of the proposed study. Accordingly, three closed-ended items that measured the respondents' attitude towards English and learning this language and two open-ended items intended to find out the why the respondents hold certain EFL attitudes were included in the instrument. Other items were modified accordingly. Therefore, the questionnaire used in this study had 23 closed-ended items (3 on attitude towards English, 10 on attitude towards recreational reading and 10 on academic reading) and two open-ended items, made 25 items altogether. The closed-ended items were Likert scale type ones consisted of the



options: very happy (5), moderately happy (4), cannot decide (3), unhappy (2) and very unhappy (1). The final version of the questionnaire was translated into Amharic for ease of communication.

To determine the validity of the questionnaire and the internal consistency of the items, a pilot study was conducted with 50 randomly selected Grade 11 and Grade 12 students in Teppi secondary school. The data from the pilot study was then analyzed using a technique that was used in the main study. Based on the results the validity of the questionnaire was determined and the Cronbach Alpha Coefficient calculated to work out the internal consistency of the item. Accordingly, the Cronbach Alpha coefficient calculated result was reliability, statistics and internal consistency among the three domains was 0.88.

### 3.3.2. Focus group discussion



Focus group discussion (FGD) was one of the qualitative data collection methods. It often conducts among homogenous target populations which shares common characteristics as they lead to a productive discussion. In this study, from 325 of the target schools students, 32 participants were selected based on purposive selected sample. Therefore, the researcher had two FGDs in each school (one FGD with Grade 11 students and another FGD with Grade 12 students-a total 4 FGDs which were conducted twice each). Each FGD consists of 8 participants in order to gather appropriate amount of information. The researcher prepared 5 broad open-ended questions for the FGD. Thus, students hold certain types of EFL reading attitude was identified using data from the FGD along with data from open-ended items of the questionnaire. The questions in FDGs were translated into Amharic in order to avoid difficulties and ease communication. The FDGs was conducted for 45-90 minutes per session.

### **3.4 Data collection procedures**

The data for this study was gathered by using students' survey questionnaires and Focus Group Discussions. In the beginning of the second semester, following arrangement visited and consultative discussions, the questionnaire was distributed for a sample of 98 students by the researcher. Then, the survey questionnaire was administrated to 60 Tinishu Meti preparatory school students and 38 for Jain preparatory school students. Next, the researcher conducted FGDs.

### **3.5. Data analysis**

The study required both quantitative and qualitative techniques of data analysis. Thus, the quantitative data was analyzed using the Statistical package for the Social Science (SPSS) version 16 software program to calculate mean in order to describe the target students EFL reading attitude. One sample t-test and Mean score were used to compare if there was a significant difference in EFL reading attitude between students in the target schools and whether there existed a significant difference between Grade 11 and 12 students in their EFL reading attitude. On the other hand, the qualitative data that addressed why students hold a certain reading attitude was analyzed qualitatively using methods of description, narration and interpretation.

### **3.6. Ethical considerations**

Ethical requirement was addressed in this study in the following ways: Firstly, application letter was presented to the Department of English Language and Literature, Jimma Univeristy, to obtain letter of cooperation. Then a letter of cooperation to officials of the research sites was obtained after it was signed by the head of English department, counter signed by the college of Social Sciences and Humanities. Next, this letter was



handed over to the study schools leaders in order to inform student if they are volunteers. After that, the school leaders and the students were briefed on the objectives and importance of the study. To get full information, respondents were reassured about the confidentiality of their response. They were also ensured about their voluntarily participation and their right to take part in the study or terminate at any time they wanted. Respondents' confidentiality and privacy were maintained. For this reason, the name of the respondents and roll numbers were not revealed to anyone.

## Chapter Four: Findings and Discussion

As indicated in earlier chapters, this study tried to investigate the EFL reading attitude of Grade 11 and Grade 12 students in Tinishu Meti and Jain Preparatory Schools in Godere and Mengeshi Woredas of Gambella Regional State, Ethiopia. The previous three chapters focused on the introduction, the literature review and the methodology of the study respectively. This chapter presents the findings followed by a brief discussion where the results are interpreted and related to the relevant literature. The chapter has two sections. These are section 4.1 (findings) and section 4.2 (discussion). The first describes the findings in subsections while the second provides the discussion.

### 4.1. Findings

To address the research questions and the respective objectives, data were collected from students through questionnaire and Focus Group Discussion (FGD). While Likert scale type questionnaire consisting of five options was used to collect quantitative data, FGD guideline, along with open-ended items of the questionnaire, was employed to gather qualitative data. The findings obtained from the data using these methods are presented in the following sub sections.

#### 4.1.1. Findings from the Data Collected Via Questionnaire

A questionnaire consisting of 23 close-ended and 2 open-ended items was one of the instruments used in this study. The close-ended items contained 3 items on attitude towards English, 10 items on attitude towards recreational reading and 10 items on attitude towards academic reading with five rating options of *very unhappy*, *unhappy*, *cannot decide*, *moderately happy* and *very happy* (see Appendix A). The questionnaire was pilot-tested with 25 Grade 11 and 25 Grade 12 students taken from a school not included in the main study. The pilot study proved good internal reliability of the objective items ( $\alpha = 0.88$ ), and showed that the open-ended items were appropriate to



collect the required data. The findings obtained from the data collected through questionnaire are described in this subsection.

**Table 4.1: Descriptive statistics of attitudes measures**

	<i>N</i>	Mean	<i>Std. Deviation</i>
Attitude towards English	98	2.87	0.94
Attitude towards recreational reading	98	2.67	1.09
Attitude towards academic reading	98	2.75	1.16

One of the aims of the study was to identify the kind of attitude students hold towards EFL reading. Accordingly, as indicated in Table 4.1 above, students in both schools did not appear to have positive attitude towards learning English, recreational reading and academic reading. This is depicted in the mean scores for all the three dimensions of attitude towards English (Mean = 2.87), attitude towards recreational reading (Mean = 2.67) and attitude towards academic reading (mean = 2.75) which are below the expected mean (3).

**Table 4.2: *T* value, *df*, *MD* and *P* value for the various measures of attitudes (*p* values < 0.05 are considered statistically significant)**

	<i>T</i>	<i>Df</i>	<i>MD</i>	<i>P</i>
Attitude towards English	-1.429	97	-1.36	0.156
Attitude towards recreational reading	<b>-3.005</b>	97	-.331	0.003
Attitude towards academic reading	<b>-2.093</b>	97	-.245	0.039

However, as shown in Table 4.2 above, the one sample *t* test revealed that there were statistically significant mean differences on scores of attitude towards English as recreational reading ( $t = -3.005$ ,  $df = 97$ ,  $p = .003$ ) and reading of English texts as

academic requirements ( $t = -2.093$ ,  $df = 97$ ,  $p = .039$ ) and the expected mean (3). However, the observed difference between attitude towards English and the expected mean (3) was not statistically significant ( $t = -1.429$ ,  $df = 97$ ,  $p = .156$ ).

**Table 4.3: Descriptive statistic for the different attitudes measures by school**

	School			
	Jain ( $N=38$ )		Tinishu Meti ( $N=60$ )	
	Mean	<i>S</i>	Mean	<i>S</i>
Attitude towards English	2.76	0.97	2.93	.92
Attitude towards recreational reading	2.7	1.21	2.64	1.01
Attitude towards academic reading	2.74	1.28	2.76	1.09

On the other hand, as depicted in Table 4.3 above, the mean score of students in attitude towards the English language and academic reading at Tinishu Meti Preparatory School was a bit better than the mean score of students at Jain Preparatory School. However, the mean score of students' attitude in English as recreational reading at Jain Preparatory School was a bit better than the mean score of students at Tinishu Meti Preparatory School.

**Table 4.4: *T* value, *df*, *MD* and *P* value for the various measures of attitudes (*p* values < 0.05 are considered statistically significant)**

	<i>T</i>	<i>Df</i>	<i>MD</i>	<i>P</i>
Attitude towards English	-0.841	96	-0.165	0.408
Attitude towards recreational reading	0.227	96	0.052	0.828
Attitude towards academic reading	-0.063	96	-0.015	0.952

The independent sample *t* test in Table 4.4, however, revealed that there were not statistically significant mean differences between the two schools on the different



measures of the reading attitude scale: attitude towards English ( $t = .841$ ,  $df = 96$ ,  $p = .408$ ), attitude towards recreational reading ( $t = .227$ ,  $df = 96$ ,  $p = .828$ ) and attitude towards academic reading ( $t = -.063$ ,  $df = 96$ ,  $p = .952$ ). This implies that the observed differences in the earlier Table 4.3 might be due to sampling fluctuation.

**Table 4.5: Descriptive statistic for the various measures of attitudes by Grade levels**

	Grade			
	11 <sup>th</sup> (N=49)		12 <sup>th</sup> (N=49)	
	Mean	S	Mean	S
Attitude towards English	2.87	1.07	2.86	0.15
Attitude towards recreational reading	2.72	1.13	2.61	1.06
Attitude towards academic reading	2.76	1.19	2.75	1.15

The study attempted to determine if there was a significant difference between Grade 11 and Grade 12 students in Tinishu Meti and Jain Preparatory Schools. The intention here was to measure EFL reading attitude across the two grade levels irrespective of school difference. As indicated in Table 4.5 above, Grade 11 student scored a bit better than Grade 12 student in all measures of the attitude scale, i.e. attitude towards English, attitude towards recreational reading and attitude towards academic reading.

**Table 4.6: *T* value, *df*, *MD* and *P* value for the various measures of attitudes (*p* values < 0.05 are considered statistically significant)**

	<i>T</i>	<i>Df</i>	<i>MD</i>	<i>P</i>
<b>Attitude towards English</b>	0.071	96	0.014	0.943
<b>Attitude towards Recreational Reading</b>	0.543	96	0.120	0.588
<b>Attitude towards Academic Reading</b>	-0.063	96	0.002	0.993

The independent sample *t* test, however, revealed that there were not statistically significant mean differences between the two grade levels on the different measures of

attitude: attitude towards English ( $p = .943$ ), attitude towards recreational reading ( $p = .588$ ), attitude towards academic reading ( $p = .993$ ) in (Table 4.6) above. This means that the observed differences were more of the results of sampling fluctuation or chance.

Data were also collected using two open ended items included in the questionnaire. The first of these questions the students were asked to explain whether they like reading materials written in English (fictions, newspapers, the English textbook, references materials). It also required them to list the reasons which make them like reading such materials. On the other hand, the second one required them to list the factors that make them dislike reading the above mentioned texts (in case their answer to the first item is 'No').

The results obtained through these items show that some respondents said that they like reading fictions, newspapers, English text book, reference materials written in English because such materials helped them to improve their English language skills for their study. To support this idea, some Grade 11 students from Tinishu Meti School responded that they like reading such materials because it helps us to improve our English language skills for our study. Likewise, some other respondents responded that they like reading the English textbook and reference materials written in English language because they learned all subjects except Amharic in this language. Other respondents said they like only reading fiction and newspaper because when they read these materials they could get much information.

A few respondents replied that they like reading fictions and newspapers because their brothers and other friends reading habits were role model for them. To support this idea, one Grade 11 student from Jain Preparatory School confirmed, "I like reading fiction and newspaper because our brothers and other friends reading habits are role model for us". Some other respondents mentioned that these materials could activate their reading interest since such kinds of texts were interesting. A few respondents expressed that they like fictions, news papers, textbooks and reference books because these materials were a source of new information. There was evidence for this that, one Grade 12 student from Jain Secondary School stated, "I like these materials because these materials are a source of information so that it gives new information for us."



Some other respondents pointed out that they like reading materials especially the English textbook because the words written in English textbook were familiar. Thus, it helped students to understand contents easily in order to improve their educational careers. Similarly, some respondents replied that they like reading only reference materials because reference materials help them to obtain more concepts on their English text book. To support this idea, one Grade 12 student from Tinishu Meti School stated, "I like only reference materials and English text book because it helps us to provide more concepts on the English textbook". Some other respondents also responded that they sometimes like reading fictions, magazines, newspaper, and reference material written in English because their English teachers sometimes encourage them to read these materials in order to improve their reading skills and get general information.

On the other hand, most of the respondents do not like to read fictions, newspapers, the English textbook, reference materials because their friends consider them as arrogant or idle. Some other respondents responded that they never like to read fictions and newspapers because most of the words in the fiction were difficult to understand. To suppose this claim, one Grade 12 student from Tinishu Meti School stated, "I never read fictions and newspaper because most of the words in the fictions and newspapers are difficult to understand and not interesting for us". Some respondents, Grade 11 students from Tinishu Meti School, explained view as they had never read fictions and newspaper because their teachers do not invite them to read these materials.

Many other respondents said that they do not like to read fictions, newspapers, English textbook and reference materials because there was no good situation to initiate them for reading. For example, school and public library were not in the school as well as in the town. Similarly, a few respondents said that they did not read fictions, newspapers, the English textbook and reference books because there was no comfortable place to read because most of the time school library was closed. To support this claim, one Grade 11 student from Jain School stated, "I do not like reading fictions, newspapers, the English text book, reference materials where there is no comfortable place to read because most of the time school library is closed". Some other respondents pointed out that they do not

like to read fictions, newspapers, the English textbook, reference materials because they did not understand the language of these texts since English is not their mother tongue.

Similarly, some respondents revealed that they do not like reading fictions, newspapers, the English textbook and reference materials because there was no model person to read such materials in the house, in the village as well as in the school in order to follow them. Regarding this idea, one Grade 12 student from Jain School stated his view as “I do not like to read fictions, newspapers, the English text book, reference materials because there is no model person to read such materials in the house, in the village as well as in the school in order to imitate their style.” Some of the respondents said that they do not like to read fiction because the language of the fiction was too difficult to understand. So, it can be tired to find out the meaning of new and difficult words from the dictionary. In this case, the interest of reading fiction was minimized. To support this idea, a Grade 12 student from Tinishu Meti School stated, “I do not like to read fiction because the language of the fiction is too difficult to understand”. A few respondents revealed that they do not like to read these materials because they did not have these materials for themselves. Some other respondents said that they do not like reading fictions because their families did not support them to read such materials. To support this claim, one Grade 11 student from Tinishu Meti School stated, “I do not like reading fiction and newspapers because our families do not support us to read such materials.”

Generally, most of the respondents replied that they do not like reading because they do not like to read fictions, newspapers, English textbook and reference books written in English. Some of those who do not like to read fictions and newspapers and some others did not read the English textbook and reference materials. From these, a few respondents from Jain School students do not like to read fictions and newspapers. Similarly, some of the respondents from Jain School do not like to read the English textbook and reference materials, while some Grade 11 students from Jain School do not read fictions and newspapers. In addition, a few Grade 11 students from Jain School do not like to read the English textbook and reference materials. In a similar matter, some Grade 11 respondents from Tinishu Meti School do not like to read fictions and newspapers, and also they do not like reading the English textbook and reference materials. Some Grade 12 students



from Tinishu Meti School never read fictions and newspapers. On the other hand, some of the respondents replied that they like reading fiction, newspapers, English textbook and reference books written in English in similar way.

#### **4.1.2. Findings from Data Collected through FGD**

As mentioned above, focus group discussions were conducted with selected Grade 11 and Grade 12 students in Tinishu Meti (eight Grade 11 and eight Grade 12 students) and Jain (eight Grade 11 and eight Grade 12 students) to collect additional data. The main purpose of the FGDs was to obtain qualitative data to support the data gathered through questionnaire. To this effect, an FGD guideline which consists of five broad questions (see Appendix B) was employed. The analysis of the data generated via focus group discussion is presented in the following paragraphs:

The first question in the FGD asked students about their favorite subjects and their reasons to like particular subjects. In response to this question, few of the participants said that English is their favorite subject because this language is basic to learn other subjects except Amharic. In other words, the reason mentioned during the focus group discussions that necessitate the use of English in the context of the study was that this language is used as a medium of instruction for subjects other than Amharic. To support this claim, one Grade 11 student from Jain Preparatory School stated, “My favorite subject is English because this language is basic to learn other subjects except Amharic”. Another FGD participant a Grade 12 student from Tinishu Meti Preparatory School explained his view as, “My favorite subject is English because it helps me to study other subjects.”

In other words, most of the participants said that they have the same attitude towards English as they have towards other school subjects. Thus, some FGD participants said that their favorite subject was biology because they were interested to become medical doctors and health officers in order to help their societies. To support this idea, a Grade 11 student from Tinishu Meti Preparatory School stated, “My favorite subject is biology because our interest is to be a medical doctor and health officer in order to help our

societies”. Most of the other participants said that they like Civic and Ethical Education best because this subject teaches them about citizenship, responsibility, right, good conduct, etc. Some other participants said they like history because it tells them many things about what happened in their country in the past.

A few participants said they like mathematics because it can be easily understood and it was enjoyable. To support this assumption, a Grade 12 student from Jain Preparatory School mentioned, “I like mathematics because it can be easily understood and take as enjoyment”. Some participants like geography because this subject can help them to know and to understand various world communities and their economic, social and political affairs. Very few participants like chemistry because they were interested to join one of the chemistry fields in order to investigate new things. Lastly, a few participants like Amharic because it is known as a national language of Ethiopia and it is easy to learn. To suppose this, one Grade 11 student from Tinishu Meti Preparatory School said, “I like Amharic subject because it is a national language of Ethiopia and it can help us easily to understand.”

The responses to the first guide line item showed that most of the FGD participants had the same attitude towards English and other subjects. What this mean was that they did not have special favour for English which is a subject and a medium of instruction at the same time because they might not have interest to learn English as a subject and they did not have interest to use this language as a medium of instruction in this grade level.

In a related manner, the second question enquired how the FGD participants like the English subject in relation to other subjects they studied at school. Reacting to this question, a few of the participants said they like English subject more than the other subjects such as civics and ethical education, geography, history, chemistry and so on. To support this idea, one Grade 12 student from Jain Preparatory School stated, “I like more English subject than the other subjects”. Similarly, another few FGD participants said English subject is more like than Geography and History because they would have better understand these subjects if they knew English language as well first. A few other respondents said that they like English subject more than they like other school subjects. One student from Tinishu Meti preparatory school student her idea revealed , “I like



English subject more than the other subjects why I like this subject more than the other school subjects because this language is a medium of instruction for subjects other than Amharic”.

On the contrary, most of the participants said that they like other subjects more than English as a subject. Therefore, some participants said that they like biology subject more than they like English because they were interested to be medical doctors and health officers in order to help their societies. Some participants of the FGD said they like Amharic subject more than English subject. To support this claim, one Grade 11 student from Tinishu Meti Preparatory School explained, “I like Amharic subject more than we like English subject since this language is a national language, so it can be helped easily understand”. Some other FGD participants, Grade 12 students from Tinishu Meti mentioned similar views. For example, one respondent expressed, “I like civic and ethical education more than English subject because we are interested with these subjects”.

The responses to item two appear to show that most of the participants said that they like the English subject less as compared to the other school subjects because they did not understand the importance of English language. This implies that most participants did not seem to have positive attitude towards English. In other words, most of the FGD participants did not appear to attach particular importance to English which is a subject, a medium of instruction and means of international communication. With this respect, students can hardly have positive attitude towards EFL reading.

In the third question, the participants were required to express how they feel if they saw other people read fictions, newspapers, text books or reference books written in English. In response to this item, some of them said that they feel happy if they saw other people read fictions, newspapers, texts or reference books written in English because it can be creates sense of competition among them. For instance, one FGD participant, a Grade 11 student from Tinishu Meti Preparatory School, explained her views as “I feel happy if we see the other people read fiction, newspapers, texts and reference book written in English because it could activate our interest of reading”. Very few participants said they feel happy if they saw other people read fictions, newspapers, texts and reference books written in English and wish if they had these materials for themselves. In addition, one

Grade 11 student from Jain school stated, "I feel happy if we see other people read fiction, newspapers, texts and reference book written in English but we wish if we have these materials for ourselves".

On the other hand, most of the participants expressed that they do not feel differently if they saw other people read fictions, newspapers, texts and reference books written in English. Despite the fact that some participants in the FGD explained their reason why they do not have special feeling about the reader because they think them as arrogant. To support this claim, one Grade 12 student from Jain school expressed, "I do not feel differently about the readers why we think them as arrogant if we see them read fiction, newspapers, texts and reference book written in English". Another FGD participant, a Grade 11 student from Tinishu Meti School expressed view as "I do not have special feeling about those readers why we think them as idle if we see them read fiction, newspapers, texts and reference book written in English".

Some other participants in the FGD feel differently about those readers because they were surprised how the reader understands the messages of English fictions, newspapers, texts and reference books. To suppose this idea, one Grade 12 student from Tinishu Meti Preparatory School stated, "I have special feeling about those readers because we surprise how the readers understand the meaning of these materials if we see them to read fiction, newspapers, texts and reference book written in English". This implied that some FGD participants considered that most of the words in these texts were difficult to understand and to read. By this impact reduced the readers EFL positive reading attitude. Some other participants feel anxious if they saw other people read fiction, newspapers, texts and reference book written in English. Regarding this idea, a Grade 11 student from Jain preparatory School stated, "I feel special feeling about those readers why we feel anxious about them if we see them read fiction, newspapers, texts and reference book written in English".

Therefore, in item number three, the responses show that most of the FGD participants did not feel that happy or jealous if they saw other people read fictions, newspapers, texts and reference books written in English because they might have poor attitude towards those materials.



The fourth FGD question was intended to elicit information on whether the participants like reading materials (fictions, newspapers, the English textbook, references materials) written in English and to explain why they held a particular attitude in this respect. In response to this item, a few participants said that they like reading materials (fictions, newspapers, the English textbook, references materials) written in English because it helps them to improve their English language skills. To support this idea, a Grade 11 participant from Tinishu Meti Preparatory School mentioned, "I like reading materials written in English because it helps us to improve our English language skills". Another FGD participant, a Grade 12 student from Jain Preparatory School stated, "I like reading books written in English because it helps me to imitate how to write something in English language". Some other FGD participants mentioned their view as they like reading only English textbook and related references materials written in English because these were basic resources for their academic study.

Some other participants also pointed out that they like reading only the English textbook and references materials because it gives them useful inputs for examinations. To support this claim, a Grade 12 student from Tinishu Meti Preparatory School stated, "I like read only that English textbook and references materials because it is useful inputs for the examination". Another participant, a Grade 12 student from Jain Preparatory School, expressed her view as "I like read all these reading materials [fictions, newspapers, the English textbook, references materials] written in English because it helps me to improve English language reading ability".

On the contrary, most of the participants mentioned that they do not as such like reading materials (fictions, newspapers, the English textbook, and reference) written in English. Some of them mentioned that they do not like reading such materials because it is time-taking. Regarding this, a Grade 11 student from Jain Preparatory School stated, "I do not like reading materials written in English because it takes more time." Some other participants in the FGD explained that they do not like reading materials written in English because they think that such materials were difficult and boring. On the other hand, about more than half of the participants stated they do not like reading materials (fictions, newspapers, the English textbook, references materials) written in English

because most of the words in these texts were difficult to understand and read. For example, one Grade 11 student from Tinishu Meti Preparatory School elaborated, “I do not like reading materials written in English because most of the words in these texts were difficult to understand and read”.

Some other participants said that they do not like reading materials especially fictions and newspapers written in English because their families do not encourage them to read and fail to buy English fictions and newspapers for them. The other participants in the FGD said that they do not like reading materials especially fictions and newspapers written in English because it does not help them in their exams. To support this issue, one Grade 11 student from Jain Preparatory School stated, “I do not like reading materials especially fictions and newspapers written in English why we do not like these reading materials because it is not helping for them in the final and entrance exam”.

Therefore, the responses to the fourth item suggested that most of the participants do not seem to like reading fictions, newspapers, texts and reference books written in English. Thus, it implied that they seem to have negative attitude towards reading such materials. They held such an attitude because they think about this reading material was difficult and boring.

In item number 5, the moderator asked about what the participants’ favorite pastime activity was. In response to this item, a few participants said that they help their young brothers and sisters in their study of different subjects. To support this idea, one Grade 11 student from Tinishu Meti Preparatory School stated, “My favorite pastime activity is helping our young brothers and sisters’ study in different subjects”. Another, one Grade 12 participant from Jain Preparatory School, stated view as “My favorite pastime activity is studying my subjects.”

On the contrary, the favorite pastime activity for most of the participants was performing different tasks other than reading. Therefore, some of the participants in the FGD stated that they play with their friends. To support this idea, one Grade 11 student from Jain preparatory School stated, “My favorite pastime activity is playing with our friends.” Other participants help their families at home and on the farm. One participant, a Grade



12 student from Tinishu Meti Preparatory School said, "My favorite pastime activity is talking about different issues with our friends." Other a few participants said that they pass their free time was watching films and was enjoying with their friends. To support this response, a Grade 11 student from Tinishu Meti Preparatory School stated, "I pass my favorite pass time is watching film and is enjoying with our friends". A few other participants said they passed their free time was playing by mobile games. To support this idea, a Grade 12 student from Jain Secondary School mentioned, "I pass our pass time activity is playing by mobile game." Lastly, a few participants said that they pass their free time was working in shops.

Therefore, in item number five, the results show that most of the participants passed their free time do others activities other than helping their brothers and sisters study in different subjects and also they were studying their subjects. Thus, they are likely to develop negative attitude towards reading because most of them passed their free time was playing with their friends, was helping their families at home as well as on the farm, was talking about different issues with their friends, was watching films, was enjoying with their friends, was playing by mobile games and was working in shops. This implies that they were not far from developing negative attitude towards reading materials written in English. Through time as they were not practicing reading as a pastime activity. This is so because lack of desire to read is one indication of poor attitude towards reading. Even capable readers may not have a strong positive attitude towards reading if they believed that other activities were more satisfying.

Generally, as can be concluded in the above five FGDs results: First, most of the FGD participants have the same attitude towards English and other subjects. This means that they do not have special favour for English which is a subject and a medium of instruction at the same time. Second, in a similar matter, most of the participants like English subject less as compared to the other school subjects because they did not appear to attach particular importance to English which a subject, a medium of instruction and means of international communication. Third, On the other hand, most of the FGD participants do not feel happy or jealous if they saw other people read fictions, newspapers, texts and reference book written in English. Fourth, most of the participants

do not seem to like reading fictions, newspapers, texts and reference books written in English. Thus, they seem to have negative attitude towards reading such materials because they think reading these materials was difficult and boring. Lastly, most of the participants passed their space time to do others activities rather than they were helping their brothers and sisters study in different subjects and also they were studying their subjects. Thus, most of participants are likely to develop negative attitude towards reading because they passed their free time did others activities rather than reading.

#### 4.2. Discussion

According to the results elated to the main research objective, the kind of attitude the target students have towards EFL reading found negative attitude towards English (mean=2.87), attitude towards recreational reading(mean=2.67) and academic reading (mean=2.75) because the mean scores for all the three dimensions of attitude below the expected mean (3). However, as shown in Table 4.2, the one sample t test result revealed that on the various measures of attitude such as attitude towards recreational reading ( $p=0.003$ ) and reading as academic requirement ( $p=.039$ ) was statistically significant difference between the mean score of attitude towards recreational reading and reading as academic requirement were 2.67 and 2.75 respectively because the  $p$ -value and the mean score were below the expected  $p < 0.05$  and Mean = 3 respectively.

However, the observed difference between attitude towards English and the expected mean (3) was not statistically significant ( $p=.156$ ); because the  $p$ -value of attitude towards English was above 0.05. Even if the  $p$ - value of attitude towards English was above 0.05, however, the mean score of this dimension of attitude was also below the expected mean (3).

Similarly, the FGD results and the findings from the data collected though open-ended items of the questionnaire reveled that above half of the respondents do not like to read fictions, newspapers, textbooks and reference book written in English language because they think reading such materials is difficult and boring. This is an unfortunate situation supported by, for example; the finding of (Wang, 2000), "If students do not like reading



or they think reading is boring, their negative attitude towards reading will hinder their reading improvement” (p.120). In addition, other researchers state that reading attitude is an important factor that affects students’ reading achievement, impacts on reading successes and determines whether learners will become independent readers or not (Lipson & Wixson, 1992; Logan & Johnston, 2009).

In addition, Lafaye and Tsuda (2002) stated that sometimes there can be a relation between students’ understanding of the importance of English language and their attitudes towards it. Thus, if students understand the importance of the English language, they will have positive attitude towards English which implies a love for reading texts is written in this language. Conversely, they will have negative attitude towards English if they are not aware of the importance of this language. The latter seems true of the target students since it has been found out that they have negative attitude towards all the three dimensions of reading attitude.

The result regarding the specific research objective two, why students hold this kind of EFL reading attitude, because most of the FGD participants have the same attitude towards English and the other subjects. This implies they might not have special liking for English which is a subject and a medium of instruction at the same time. This finding is opposed by the views of Brewster (1992), as cited in Mesfin (2008), who states that English is one of the second or foreign languages that are widely taught around the world. In addition, MOE (1994) underscores the importance of English at the secondary and tertiary levels as a medium of instruction.

What is more, most of the FGD participants like English subject less as compared to the other school subjects because they do not appear to attach particular importance to English which is a subject, a medium of instruction and means of communication. On the other hand, the majority of the FGD participants do not feel happy or jealous when they see other people read fictions, newspapers, the English text book and reference books written in English. Thus, they might have poor attitude towards reading those materials. In addition, most of the FGD participants do not appear to like reading fictions, newspapers, the English textbook and reference books written in English. Similarly, the findings from the data collected through the open-ended component of the questionnaire

show that, above half of the respondents do not like reading fictions, newspapers, the English textbook and reference materials. Thus, they seem to have negative attitude towards reading such materials because they think these materials are difficult and boring.

Similarly, most of the FGD participants pass their spare time to do other activities other than they are helping their brothers and sisters study in different subjects and also they are studying their subjects. Thus, most of participants are not likely to develop positive attitude towards reading because they pass their free time activity is to do others activities other than reading. Regarding this phenomenon McKenna, Kear and Ellsworth (1995) note that poor attitude will be understood as the lack of desire to read. It is worth noting that at this point students who are capable readers might not have a strong positive attitude towards reading if they expect that another activity would give them more satisfying results.

According to the results concerning specific research objective three, whether there is a significant difference in EFL reading attitude between students in the target schools, the mean score of students in attitude towards English language and academic reading at Tinishu Meti Preparatory School students was better than that of students at Jain Preparatory School. However, the mean score of students' attitude towards English as recreational reading at Jain Preparatory School was better than that of Tinishu Meti Preparatory School. This difference might due to the fact that teachers in Tinishu Meti Preparatory School prepare tutorial classes for their students in their free time. If that is the case, Tinishu Metti Preparatory School students sometimes passed their free time attending the tutorial classes. This finding is supported by the Gokhan's study (2012) which shows that reading attitude of high school students differs significantly according to school type variables.

The result via found the FGD shows that a few FGD participants from Jain preparatory school students said they like to read fiction and newspapers because it can be provided more information for them. This finding is supported by the finding of Wallace's (1992) which indicates that students' reading attitude arises from reading for pleasure since reading for pleasure which has the capacity to build reading attitude. However, some of



the participants in FGD from Tinishu Meti preparatory school students said they like to read English text book and reference materials because these materials are more related to their academic tasks.

On the other hand, a few students from Jain preparatory school said that they like to read only English text book and reference materials. However, a few participants from Tinishu Meti preparatory school students said they like to read fictions and newspapers. So, based on the FGD result, there was a bit difference result between Tinishu Meti and Jain preparatory school students because of Jain preparatory school students sometimes read recreational reading as their free time activity than Tinishu Meti preparatory school. Conversely, Tinishu Meti preparatory school students sometimes attain the tutorial classes which more related to learning English and read academic reading is written in English language than Jain. So, based on the descriptive statistic mean score for the different attitudes measures by school result shows students' in Tinishu Meti preparatory school was a bit better attitude in English language and academic reading than Jain. On the contrary, Jain preparatory school students' where a bit have better attitude towards recreational reading than Tinishu Meti.

However, this result to compare to the result of Table 4.4 which to check if there significant difference between two schools show by one sample t test mean difference between the two schools on the different measures of attitude towards English, attitude towards recreational reading, and attitude towards academic reading . So, there was sample fluctuation appear between Table 4.3 and Table 4.4 results. It might be due to even if Tinishu Metti preparatory school teachers gave tutorial classes to their students, they did not attain properly. As the result, they lack confidence by their own ability of academic reading which learn in English language. To support this finding by the finding of Arvinson and Blanco (2004); language of suffers especially for struggle readers because they lack of interest and confidence when they faced text laden complicated language.

On the other hand, sample fluctuation was also observed in Jain preparatory school on recreational reading. It might be most of Jain preparatory school students pass their past time activity to do another activity other than to read academic as well as recreational reading because they did not read recreational reading sustainability as they take as their past time activity. If they read recreational reading sustainably, they would be better also attitude towards English and academic reading; because there is positive relationship between the amount of independent reading students do and their achievement in the school (Andery Lorson, Wilson and Fielding, 1988). Therefore, in addition to results from Table 4.3 and 4.4, the FGD result more revealed about the same nesses of these two preparatory schools students on the different measure of attitude towards English, attitude towards recreational reading and attitude towards academic reading.

The results regarding specific research objective four, whether there is a significant difference in EFL reading attitude between in Grade 11 and Grade 12 students show that Grade 11 students' mean score is a bit better than that of Grade 12 students in the measure of attitude towards English (mean = 2.87 for Grade 11 and 2.86 for Grade 12), attitude towards recreation reading (mean = 2.72 for Grade 11 and 2.61 for Grade 12) and attitude towards academic reading (mean = 2.76 for Grade 11 and 2.75 for Grade 12). This finding is supported by the finding of Gokhan (2012) which showed that there was significant statistical different ( $p.023 < 0.05$ ) between ninth and twelfth Grade high school students. In relation to Grade level of education, twelfth Grade students take the University entrance examination in the same year. Similarly, in McCoy et al. (1991) as cited Mckenna, Kear and Ellsworth 1995, found out in their study that as grade level increases, students' attitudes towards reading goes down. In a similar manner, acceding to the results from the FGD, most participants from Grade 12 do not like reading fictions, newspapers, the English textbook and reference books written in English compared to Grade 11 student because some of Grade 11 students like to read fiction, newspapers, English text book and reference book written in English.

On the contrary, the other statistical *t* test result showed in table 4.6 that there were not statistical significant mean differences between the two Grade levels on the different measures: attitude towards English ( $p=.943$ ), attitude towards recreational



reading( $p=.588$ ) and attitude towards academic reading( $p=.993$ ). Therefore, it can be inferred that there were no significant differences between Grade 11 and Grade 12 students in their EFL reading attitude. In other words, the results seem to suggest that Grade 11 and Grade 12 students in the two schools have comparable attitudes towards English, recreational reading and academic reading.

## Chapter 5: Summary, Conclusions and Recommendations

### 5.1. Summary

This study aimed to investigate the EFL reading attitude of Grades 11 and 12 students in Tinishu Meti and Jain Preparatory Schools. It attempted to compare Grade 11 and Grade 12 students in relation to their EFL reading attitude. Specifically, the study tried to address specific research questions and the corresponding specific objectives regarding the kind of EFL reading attitude of the target students, their attitude towards academic reading and their attitude towards recreational reading.

The review related literature was found in chapter two. It provided detail information about the important of students EFL reading attitude. So that elements which are talked each section about the important of attitude. Thus, review related literature consisted of concepts of reading; purpose of reading minimally three such as: reading for survival, reading for pleasure and reading for learning; elements of reading (the text, the reader and the context); and the role of attitude in reading.

In chapter three was found methodology part. Which included research design to address the research questions and the respective objectives, the study employed a descriptive-comparative survey which used both quantitative and qualitative methods. The reason to use descriptive method was that the research intended to describe the EFL reading attitude of students in both preparatory schools without manipulating it in any way. In addition, comparative design was used since the study aimed to compare the two groups of students in terms of their EFL reading attitude and Grade 11 Grade 12 students viz-a-viz the same variable. To this end, quantitative data were collected though pretested questionnaire and while qualitative data were gathered though FGD. The quantitative data was analyzed using the statistical package for the social science (SPSS) version 16 to calculate mean score in order to describe the target students' EFL reading attitude; independent sample *t* test was used to compare if there was a significant difference between students in the target schools and whether there existed a significant difference between Grade 11 and Grade 12 students in their EFL reading attitude. On the other



hand, the qualitative data that addressed why students hold a certain reading attitude was analyzed qualitatively using methods of description, explanation and interpretation.

One of the aims of the study was to identify the kind of attitude students hold towards EFL reading. Accordingly, it was found out that students in both schools did not appear to have positive attitude towards learning English, recreational reading and academic reading.

The second objective of the study was to identify why students hold this kind of EFL reading attitude. According to the results obtained through FGD and open-ended items of the questionnaire, students seem to have negative attitude towards EFL reading because most of them do not attach particular importance to English which is a subject, a medium of instruction and a means of international communication. On the other hand, they do not appear to feel when they see other people read fictions, newspapers, English textbooks and reference books written in English. Most of the FGD participants do not like to read fictions, newspapers, English text books and reference books written in English. Accordingly, they pass their free time doing other activities other than reading.

The third objective of the study was to determine if there is a significant difference in EFL reading attitude between students in Tinishu Meti and Jain Preparatory School. The results concerning this show that Grade 11 students in Tinishu Meti Preparatory School and those in Jain Preparatory School have nearly comparable attitude on the different measures of reading attitude (attitude towards English, attitude towards recreational reading and attitude towards academic reading) because the *t* test results did not indicate statistically significant mean differences between the two groups of students.

The study also attempted to determine if there was a significant difference between Grade 11 and Grade 12 students in the two schools. The findings show that there was not statistically significant mean difference between these two groups. In other words, Grade 11 and Grade 12 students do not have significant differences in their EFL reading attitude since the independent sample *t* test revealed that there were not statistically significant mean differences between the two grade levels in attitude towards English ( $p = .943$ ),

attitude towards recreational reading ( $p = .588$ ); attitude towards academic reading ( $p = .993$ ).

## 5.2. Conclusions

Based on the findings of the study, the following conclusions can be drawn:

Concerning the kind of students' EFL reading attitude (the 1<sup>st</sup> research question and the respective objective), the findings show that the sample students from both schools do not seem to have positive attitude towards learning English, towards recreational reading and towards academic reading. The fact that these students do not have positive attitude towards EFL reading can imply that they will not become independent readers and cannot achieve good results in reading exams. This is because attitude significantly affects reading performance.

Regarding why students hold this kind of EFL reading attitude (the 2<sup>nd</sup> specific question and the respective objective), the findings indicate that most of the sample students from both schools do not appear to have positive attitude towards EFL reading because they do not attach a particular importance to English which is a subject, a medium of instruction and a means of international communication. Despite the fact that the sample students do not attach particular importance to English plays a significant role as a subject, a teaching learning process and a means of international communication implies that they do not have a love of to use English language in instructional process. It leads them they lost the capacity to read the text written in English. So that they perform other activity rather than read the text since students attitude towards English affects to read reading materials written in English language.

In respect to whether there is a significant difference in EFL reading attitude between both target schools students (the 3<sup>rd</sup> specific question and the respective objective), the findings show that Grade 11 and Grade 12 students in Tinishu Meti Preparatory School and those in Jain Preparatory School have nearly comparable attitudes on the different measures of reading attitude used in the study (attitude towards English, attitude towards recreational reading and attitude towards academic reading). The fact that the sample students from both preparatory schools have nearly comparable attitudes on the different



measures of EFL reading attitude can imply that school difference does not affect reading attitude of students in the contexts of the study learners in one of the target schools may not have better opportunities to develop positive EFL reading attitude than those in the other school.

Finally, concerning whether there is a significant difference in EFL reading attitude between Grade 11 and Grade 12 students in the two schools (the 4<sup>th</sup> specific question and the respective objective), the findings suggest that the two groups of students have comparable attitude towards English, towards recreational reading and towards academic reading. The implication of this finding is that grade level does not seem to affect reading attitude of the target students in the study settings.

### **5.3. Recommendations**

Based on findings of the study and the conclusions drawn, the following recommendations can be given.

- It is necessary that Grade 11 and Grade 12 English language teachers in Tinishu Meti and Jain Preparatory Schools consider the importance of English language learning in general and EFL reading in particular.
- Grade 11 and Grade 12 English language teachers in the target schools should raise their students' awareness about the importance of English which is a subject, a medium of instruction and means of international communication.
- It is necessary that Grade 11 and Grade 12 English language teachers in the schools encourage their students to read texts written in English both for academic and non-academic.
- It is advisable that Grade 11 and Grade 12 English language teachers in the study setting expose students to recreational reading texts in the classroom so that the latter develop a love for recreational reading.
- It is important that these teachers advise their students to read a variety of texts in their free time.

- Further larger scale studies should be carried out on students' EFL reading attitude in various school contexts.



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**Appendix A: Questionnaire (English version)****Jimma Univeristy****College of Social Sciences and Humanities****Department of English Language and Literature****MA in TEFL Program****Questionnaire to be Filled out by Grade 11 and 12 Students****Dear students**

The purpose of this questionnaire is to gather data a master's study on the EFL reading attitude of Grade 11 and Grade 12 students in Tinishu Meti and Jain preparatory schools. You are selected to participate in the study by filling out this questionnaire. Since information you provide is essential for the successful completion of the study, you are kindly requested to respond to each item of the questionnaire genuinely. Participation is completely voluntary. Therefore, I request your willingness to participate in the study. If you do not want to participate in the study, your decision will be respected.

The information you provide will be kept confidential and used for the purpose of the study only. Thus, there is no need to write your name anywhere in the questionnaire. Have you now decided to participate in this study? If you are willing to participate in the study, please put your signature in the space given below:

Signature: \_\_\_\_\_

**Thank you for volunteering to take part in the study!****Part I: General Information**

Name of your schools: \_\_\_\_\_

Your Grade level: \_\_\_\_\_

## Part II: EFL Reading Attitude

**Direction:** Answer the following questions by putting a tick (✓) mark in the appropriate box in front of each item in the following table.

**1 = very unhappy**

**2 = unhappy**

**3 = cannot decide**

**4 = moderately happy**

**5 = very happy**

No	Item	1	2	3	4	5
	<b>Attitude towards English</b>					
1	How do you feel about the use of English as a medium of instruction in preparatory schools in Ethiopia?					
2	How would you feel if the Ministry of Education introduced another foreign language (e.g. Chinese, Arabic, etc.) as a medium of instruction in preparatory schools?					
3	How do you feel about learning English as a subject?					
	<b>Recreational Reading</b>					
4	How will you feel if your English teacher orders you to read English fictions (short stories, novels, etc.) in the school library during your free time?					
5	How do you feel about reading English fictions for fun at home?					
6	How will you feel if your English teacher orders you to read an English story and write a report of your reading?					
7	How do you feel about owning English fictions for yourself?					
8	How do you feel about spending free time reading English					



	fiction with your colleagues?					
9	How do you feel about starting to read a new fiction book written in English?					
10	How do you feel about reading English fictions during summer (kiremt) vacation?					
11	How do you feel about reading instead of playing games?					
12	How do you feel about going to a bookstore?					
13	How do you feel about reading different kinds of fictions written in English?					
	<b>Academic Reading</b>					
14	How do you feel when the English teacher asks you to read a passage and answer comprehension questions as a class work?					
15	How do you feel when you have to do reading comprehension activities as homework in your English subject?					
16	How do you feel about reading English textbooks in school?					
17	How do you feel about reading reference books for your English subject?					
18	How do you feel about learning English from a book rather than from the English teacher?					
19	How do you feel when you have to do reading comprehension activities as a group assignment?					
20	How do you feel about the passages you read in reading classes in your current class?					
21	How do you feel when you have to read English passages out aloud in class?					
22	How do you feel about using a dictionary if you do not understand the meaning of new words?					
23	How do you feel about taking a reading test?					

24. Do you like reading materials written in English (fictions, newspapers, the English textbook, references materials)? Say whether your answer is 'Yes' or 'No', and if 'Yes', list the reasons that make you like reading such materials?

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25. If your response to item 24 is 'No', list the factors that make you dislike reading materials written in English (fictions, newspapers, the English textbook, references materials)?

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Appendix B: Questionnaire (Amharic version)

በጅማ ዩኒቨርሲቲ

የማህበራዊ ሳይንስና ሰብአዊነት ኮሌጅ

የእንግሊዝኛ ቋንቋና ስነ-ጽሑፍ ትምህርት ክፍል

የድህረ ምረቃ መረጃ -ግብር

ተማሪዎች በእንግሊዝኛ የንባብ ዝንባሌ መጠይቅ

በ11ኛ እና 12ኛ ክፍል ተማሪዎች የሚሞላ መጠይቅ

ውድ ተማሪዎች - በአሁኑ ሰዓት የድህረ ምረቃ(ኤም.ኤ) የመመረቂያ ጥናት በማካሄድ ላይ እገኛለሁ። በመሆኑም የዚህ መጠይቅ ዋና ዓላማ የትንሹ ሜጢ እና የጄይን መሰናዶ ት/ቤት የ11ኛ እና 12ኛ ክፍል ተማሪዎች በእንግሊዝኛ የንባብ ዝንባሌያቸው ላይ ጥናት ለማድረግና አስፈላጊውን መረጃ መሰብሰብ ነው። ስለሆነም አንተ/ቺ ይህን መጠይቅ በፍቃደኝነት እንድትሞላ/ይ ተመርጠሃል/ሳል። ምናልባት በጥናቱ ላይ ላለመሳተፍ ከፈለግህ/ሽ የተከበረ ውሳኔህን/ሽን በአክብሮት እየተቀበልኩ በጥናቱ ላይ ግን ለመሳተፍ ፍቃደኛ ከሆንክ/ሽ አንተ/ቺ የምትሰጠው/ጭው ትክክለኛ ምላሽ ለጥናቱ መሳካት በጣም አስፈላጊ በመሆኑ እያንዳንዱን ጥያቄ በጥንቃቄና በሃቀኝነት ለመሙላት ሞክር/ሪ። ስለዚህ የምትሰጠው/ጨው ምላሽ ያለ ምንም ፍርሃትና ጥርጣሬ በሙሉ ልብ ሊሆን ይገባል። ምክንያቱም ምላሹ ለጥናቱ መሳካት ትልቅ ግብአት ከመሆኑም ባሻገር ሌላ በአንተ/ቺ የሚያመጣው ችግር ባለመኖሩ ነው። ስለሆነም ምስጢራዊ ምላሽህን/ሽን ለማግኘት ይረዳ ዘንድ በየትኛውም የመጠይቁ ክፍል ላይ ምንም ዓይነት ስም መጻፍ የለበትም።

በአጠቃላይ በጥናቱ ላይ ለመሳተፍ በሙሉ ፍቃደኝነት ከወሰንክ/ሽ ከዚህ በታች በተሰጠው ባዶ ቦታ ላይ ፊርማህን/ሽን ታስቀምጥ/ጭ ዘንድ በአክብሮት እጠይቃለሁ።

ፊርማ-----

በሙሉ ፍቃደኝነት የዚህ ጥናት ተሳታፊ በመሆንህ/ሽ አመሰግናለሁ!  
 ሙሉ ክብረት

ክፍል አንድ:- ጠቅላላ መረጃ

የት/ቤቱ ስም-----

የተማሪው የክፍል ደረጃ-----

ክፍል ሁለት:- በእንግሊዝኛ የንባብ ዝንባሌ

መመሪያ:- ከዚህ በታች ለተሰጡት ጥያቄዎች ተገቢውን ምላሽ በመምረጥ ከጥያቄው በፊት በሚገኘው ሳጥን ውስጥ በራይት (✓) ምልክት አስቀምጥ/ጩ::

1. በጣም ደስተኛ አይደለሁም
2. ደስተኛ አይደለሁም
3. መወሰን አልችልም
4. ደስተኛ ነኝ
5. በጣም ደስተኛ ነኝ



ተ.ቁ	ጥያቄዎች	መለኪያዎች				
		1	2	3	4	5
	በእንግሊዝኛ ቋንቋ ላይ ያለ ዝንባሌ					
1	በኢትዮጵያ መሰናዶ ት/ቤት ላይ መማር ማስተማር ሂደት በእንግሊዝኛ ቋንቋ በመሆኑ ምን ይሰማሃል/ሻል?					
2	የኢትዮጵያ ትምህርት ሚኒስቴር እንደ ቻይንኛና አርብኛ የመሳሰሉትን ቋንቋዎችን በመሰናዶ ት/ቤት ላይ እንደ መማር ማስተማሪያ ቋንቋ ቢጠቀም ምን ይመስልሃል/ሻል?					
3	እንግሊዝኛ ቋንቋ እንደ አንድ የትምህርት ዓይነት ሆኖ በመማርህ/ሽ ምን ይሰማሃል/ሻል?					
	በመዝናኝ ንባብ ላይ ያለ ዝንባሌ					
4	በአረፍት ሰዓት ቤተመጽሐፍት ውስጥ በእንግሊዝኛ መምህርህ/ሽ በእንግሊዝኛ የተጻፉ እንደ ልብወለዶችና አጫጭር ታሪኮች እንድታነብ/ቢ ቢያመቻቹ ምን ይሰማሃል/ሻል?					
5	በመኖሪያ ቤትህ/ሽ በእንግሊዝኛ የተጻፉ ልብወለዶች ስታነብ/ቢ ምን ይሰማሃል/ሻል?					
6	የእንግሊዘኛ መምህርህ/ሽ በእንግሊዝኛ የተጻፉ ታሪኮችን እንድታነብ/ቢ በማድረግ ስላነብከው/ሽው ነገር ሪፖርት/ዘገባ እንድትጽፍ/ፊ ብያዝህ/ሽ ምን ይሰማሃል/ሻል?					
7	የራስህ/ሽ የሆነ ልብወለድ መጽሐፍ ብኖርህ/ሽ ምን ይሰማሃል/ሻል?					
8	የአረፍት ሰዓትህን/ሽን በእንግሊዝኛ የተጻፉ ልብወለዶች ከጓደኞችህ/ሽ ጋር በማንበብ ብታሳልፍ/ፊ ምን ይሰማሃል/ሻል?					
9	በእንግሊዝኛ የተጻፉ ልብወለዶችን ማንበብ ስትጀምር/ሪ ምን ይሰማሃል/ሻል?					
10	በክረምት የአረፍት ሰዓትህን/ሽን በእንግሊዝኛ የተጻፉ ልብወለዶች እያነብክ/ሽ ብታሳልፍ/ፊ ምን ይሰማሃል/ሻል?					
11	ጊዜህን/ሽን ከጫወታ ይልቅ በንባብ ስታሳልፍ/ፊ ምን ይሰማሃል/ሻል?					

12	ወደ መጽሐፍት መደብር ስትሄድ/ጂ ምን ይሰማሃል/ሻል?						
13	የተለያዩ ዓይነት በእንግሊዝኛ የተጻፉትን ስታነብ/ቢ ምን ይሰማሃል/ሻል?						
	በመግሪያ መጽሐፍ ላይ ያለ ዝንባሌ						
14	የእንግሊዝኛ መምህር/ሽ ምንባብ በማንበብ ከምንባቡ የወጡ የግንዛቤ ጥያቄዎችን እንደ ክፍል ስራ እንድትሰራ/ሪ ቢያዙህ/ሽ ምን ይሰማሃል/ሻል?						
15	በእንግሊዝኛ ቋንቋ ትምህርት የግንዛቤ ጥያቄዎችን እንደ የቤት ስራ ስትሰራ/ሪ ምን ይሰማሃል/ሻል?						
16	በት/ቤት ውስጥ የእንግሊዝኛ መጽሐፍትን ስታነብ/ቢ ምን ይሰማሃል/ሻል?						
17	ለእንግሊዝኛ ቋንቋ ትምህርት አጋዥ መጽሐፍት ስታነብ/ቢ ምን ይሰማሃል/ሻል?						
18	እንግሊዝኛ ቋንቋን ከመምህሩ ከመማር ይልቅ ከመጽሐፍ በማንበብ ስትማር/ሪ ምን ይሰማሃል/ሻል?						
19	ከምንባብ የወጡ የግንዛቤ ጥያቄዎችን እንደ የጋራ ሙከራ/Group Assignment/ ስትሰራ/ሪ ምን ይሰማሃል/ሻል?						
20	አሁን ባለሀበት/ሽበት የክፍል ደረጃ የእንግሊዝኛ ምንባብን በምንባብ ክፍለ ጊዜ ስታነብ/ቢ ምን ይሰማሃል/ሻል?						
21	የእንግሊዝኛ ምንባብን በክፍል ውስጥ ድምጽን ከፍ በማድረግ ስታነብ/ቢ ምን ይሰማሃል/ሻል?						
22	የእንግሊዝኛ ምንባብን ስታነብ/ቢ ግልጽ ያልሆኑ የቃላት ትርጉምን ለማወቅ መዝገብ ቃላትን ስትጠቀም/ሚ ምን ይሰማሃል/ሻል?						
23	በእንግሊዝኛ የንባብ ሙከራ ስትወስድ/ጂ ምን ይሰማሃል/ሻል?						



24. በእንግሊዝኛ የተጻፉ መጽሐፍትን ለምሳሌ እንደ ልብወለድ፣ ጋዜጣ፣ መጽሔት፣ የእንግሊዝኛ መግሪያ መጽሐፍትና አጋዥ መጽሐፍትን ማንበብ ትወዳለህ/ሽ? ምላሽህ/ሽ (አዎ) ከሆነ እነዚህን መጽሐፍት የወደድክባቸውን/ሽባቸውን ምክንያት አስቀምጥ/ጭ።

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25. በተራ ቁጥር 24 ላይ ለቀረበው ጥያቄ ምላሽህ/ሽ (አይ) ከሆነ እነዚህን መጽሐፍት እንዳትወዳቸው/ጃቸው ያደረጉህን/ሽን ምክንያቶች ጥቀስ/ሽ።

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## **Appendix C: FGD Guideline**

**Jimma Univeristy**

**College of Social Sciences and Humanities**

**Department of English Language and Literature**

**MA in TEFL Program**

**FGD Guideline**

1. What is your favorite subject? Why?
2. How do you like the English subject in relation to other subjects you are studying?
3. What do you feel if you look at other people read materials (fictions, newspapers, the English textbook, references materials) written in English language?
4. Do you like reading materials (fictions, newspapers, the English textbook, references materials) written in English? Why? Why not?
5. What is your favorite pass time activity?



## Appendix D: Summary of FGD Responses

As mentioned earlier, focus group discussions were conducted with selected Grades 11 and 12 students in Tinishu Meti (eight students from each grade and school) to collect additional information. The main purpose of the FGDs was to obtain qualitative data to support the data gathered through questionnaire. To this effect, an FGD guideline consisting of five broad questions was employed. The responses of the respondents are displayed below as follows:

### 1) What is your favorite subject? Why?

- English is our favorite subject because this language is basic to learn other subjects we learn in English.
- We like Biology because we are interested to be doctors and health officers in order to help our societies.
- We like Civic and Ethical Education best because this subject teaches us about citizenship, responsibility, right, good conduct, etc.
- we like history because it can tell us many things about what happened in the country in the past.
- we like mathematics because it can easily understand.
- we like Geography because this subject helps us to know and to understand various world communities and their economic, social and political affairs.
- we like Chemistry because we are interesting to join one of the chemistry fields in order to investigate new things.
- we like Amharic because it is known as a national language of Ethiopia and it is easy to learn.

### 2) How do you like the English subject in relation to other subjects you are studying?

- we like English more than the other subjects such as; Civics and Ethical education, Geography, History, Chemistry and soon.
- we like biology more than English
- we like Amharic more than English.
- we like more Civic and ethical education than English.

3) What do you feel if you look at other people read materials (fictions, newspapers, the English textbook, references materials) written in English language?

- We feel happy.
- We do not feel differently.
- We do not have special feeling about the reader.
- We feel differently about those readers.
- We do not feel that happy or jealous if we see other people read.

4) Do you like reading materials (fictions, newspapers, the English textbook, references materials) written in English? Why? Why not?

- We like reading materials (fictions, newspapers, the English textbook, references materials) written in English because it helps us to improve our English language skills and enables us to imitate how to write something in English language.
- We like reading only English textbook and related reference materials written in English because these are basic resources for our study.
- We like reading only English textbook and references materials because these give us useful inputs for the examination and entrance exam.
- We do not like reading materials especially fictions and newspapers written in English because our families do not encourage us to read them, and fail to buy English fictions and newspapers for us.
- We do not like reading materials especially fictions and newspapers written in English because it does not help for our final as well as entrance exams.

5) What is your favorite pass time activity?

- help our young brothers and sisters in their study in different subjects.
- study our subjects.
- play with our friends.
- help our families at home and in the farm.
- chat about different issues with our friends.
- watch films and enjoy with our friends.
- play mobile game.
- work in shops.



## Letter of cooperation

Ref. No.

ቁጥር ENG 17/21/07

Date

ቀን 13/06/07

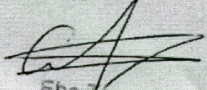
### To whom it may concern

From: The Department of English Language and Literature  
Jimma University

Subject: Request for Cooperation

It is to inform your office/school that MULU KIBRET is graduating student of MA in Teaching English as Foreign Language (TEFL) at Jimma University, Department of English Language and Literature, and now s/he is conducting research for his/her MA thesis. Therefore, I kindly request your office/school to cooperate with him/her in all the necessary situations. The department recognizes and appreciates your cooperation.

Best Regards,

  
Eba Teresa  
Acting Head, Department of  
English Language and  
Literature

Department's ☎: +251 47 111-12-51/+251 911742370 E-mail: ebateresa@gmail.com  
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JIMMA, ETHIOPIA





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