



ADDIS ABABA UNIVERSITY

Department of Foreign Languages and Literature

**EXPLORING FACTORS AFFECTING GENERAL READING HABITS OF EFL
TEACHERS AND STUDENTS IN ENGLISH LANGUAGE AT WALE LUBE IFA BORU
SECONDARY SCHOOL**

By: Shiferaw Dinku

**JUNE, 2024
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By: Shiferaw Dinku

Advisor: Dr. Hailom Banteyirga (Associate Professor in ELT)

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**June, 2024
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**Exploring factors affecting general reading habits of teachers and students in
English language at Wale Lube Ifa Boru Secondary School.**

Approved by Board of Examiners

Advisor _____ **Signature** _____ **Date** _____

Internal Examiner _____ **Signature** _____ **Date** _____

External Examiner _____ **Signature** _____ **Date** _____

Table of Contents

Contents	Pages
LIST OF TABLES _____	IV
Abbreviations and Acronyms _____	V
ACKNOWLEDGEMENT _____	VI
Abstract _____	VII
CHAPTER I: INTRODUCTION _____	1
1.1. Background of the Study	1
1.2. Statement of the Problem	4
1.2.1 Research Questions	6
1.3. Objectives of the Study	6
1.3.1 General Objective	6
1.3.2 Specific Objectives	6
1.4. Significance of the Study	6
1.5. Scope and Limitations of the Study	7
1.6. Definition of Terms	7
1.7. Organization of the Study	8
CHAPTER II: REVIEW OF RELATED LITERATURE _____	9
2.1. Definition of Reading	9
2.2. Benefits of Reading Habit	10
2.3. Reading Habits	14
2.4. Some factors Influence Reading habit of readers.....	15
2.4.1 Poor foreign language competence.....	17
2.4.2. Social Factors	17
2.4.3 Reading Reluctance	17

2.4.4 Personal Factors.....	18
2.4.5 Home Factors.....	18
2.4.6 School Library Factors	18
2.4.7. Reading Attitude.....	19
2.4.8. Media Factors to reading habits.....	19
2.5. Other Barriers Affecting Reading in English Language	20
2.5.1. Lack of grammatical and linguistic competence	20
2.6. Strategies used to cultivate reading habits	21
2.7. Types of Reading Levels.....	24
2.7.1. Elementary Reading	24
2.7.2. Inspection Reading	24
2.7.3. Analytic Reading.....	25
2.7.4.Synopical Reading.....	25
2.8. Aspect of Reading Habit	25
2.9. Promoting Reading Habit.....	25
2.10. Types of reading and their roles in development of reading habit.....	27
2.10.1 Intensive reading.....	27
2.10.2 Extensive Reading	27
2.11. Purpose of Reading Habit	28
2.12. Major Reason for Reading	29
2.13. Consequences of Poor Reading Habit.....	29
CHAPTER III: RESEARCH DESIGN AND METHODOLOGY	30
3.1. Research design.....	30
3.2. Research Method.....	30
3.3. Instruments of Data Collection	32
3.4. Ethical Consideration	34
CHAPTER IV: DISCUSSION OF RESULTS	35

4.1. Result and Interpretation of Data Collected from Teachers ‘Interview Questions	36
4.1.1. Teachers’ Responses on Problems that Affect Reading Habit in English Language ...	37
4.2. Result and Interpretation of Data Collected from Students’ Responses	40
4.3. Students’ Response on Open-Ended Questions Analysis	51
4.4. Students Focus Group Discussion.....	53
4.5. Librarians Interview and analysis	56
CHAPTER V: CONCLUSION AND RECOMMENDATIONS	60
5.1 Conclusion.....	60
5.2. Findings	62
5.3. Recommendations	63
REFERENCES	64
APPENDIX A	68
APPENDIX B	73
APPENDIX D	75
APPENDIX D	77

LIST OF TABLES

Table	page
Table : 1 Profile of English Language Teachers Information at Wale Lube Ifa Boru Secondary School..	36
Table 2 .Students' response toward factors related to reading materials	41
Table : 3 Students' response toward factors related to school Library	45
Table : 4 Students' response to factors related toward Personal.....	48

Abbreviations and Acronyms

EFL English as foreign language

ELLs English Language Learners

ESL English as Second Language

L₁First Language

L₂Second Language

Mr.Master

RBT Reading Based Task

SA Student A

SSSecondary School

TA Teacher A

TEFL Teaching English as Foreign Language

TV Television

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Abstract

The main objective of this study was to explore factors affecting general reading habit of EFL teachers and students in English Language at Wale Lube Ifa Boru Secondary school. The study employed descriptive research design and data were analyzed in quantitative and qualitative approach. The population of the study were 800 students, 5 English language teachers and two librarians of Wale Lube Ifa Boru Secondary School. From these 176 students were selected as a sample by using simple random sampling technique, all English Language teachers and two librarians were selected by using comprehensive sampling technique. The data gathering tools used in this research were interview, questionnaire and focus group discussion. 8 interview questions were used for English Language teachers, 28 questionnaire (23-closed ended and 5-open ended) were designed and administered to 176 students as well as 10 interview questions were used for two librarians to gather information about factors affecting reading habit of both teachers and students related to library. The main findings of this study were lack of materials in library, lack of language proficiency. Teachers and students reading habit was also affected by lack of time, absence of reading club in the school. Reading habit in English Language was undermined due to impact of mother tongue on readers and there were no more instructions on students' textbooks that invite teachers and students to read other materials for further reading based tasks. This study suggested that English Language teachers should give reading based tasks in English Language for their students and read regularly by themselves as role model for their students, they should read materials written in English Language. All stakeholders should make suitable reading environment for readers in the school compound. That means the library should be well equipped with good reading materials written in English Language like books, different literatures like fictions, novels, plays, short story written in English Language and newspapers, magazines that go with readers interest and levels. Another recommendation given for this study were the readers should develop their language proficiency, both EFL teachers and students have establish good reading club of English Language in their school and work collaboratively with all concerned bodies to inspire reading habit in English Language.

CHAPTER I: INTRODUCTION

1.1. Background of the Study

Reading habit means, reading written materials without any limit to subject matter and reading every time at everywhere regularly. Reading habit is measured by amount of materials being read, frequency of reading and the amount of time spent on reading on several reading materials Wagner(2002).Most of the time, people who have good reading habit read different books in the bus, at work place, at their home, in library and other places. In context of Wale Lube IfaBoru Secondary School reading habit of EFL teachers and students in English Language was very poor.Their reading habit can be seen in time, materials they read and where they read. Shen(2006), regarding reading habit as how much, how often and what kind of materials an individual to read. Habit is a repeated action, which people do often and regularly, sometimes without knowing that they are doing it. It is a pattern of behavior which acquires constant, regular, often unconscious inclination to perform an act through frequency repetition which is applied to any activity established during a course of time as part of the personality of an individual Green(2008).It shows what someone does regularly.

Reading Habit is the key to education; it is door to all knowledge, success and to any vocations. It is a fundamental to new information necessary, used as hobby and provides experience of someone in the life for every reader. Moreover reading habits is essential in developing a more civilized and knowledgeable society. Okebukola(2004)states that reading provides the tools for transmitting ideas to succeeding generation and the opportunity of partaking of the wisdom of past generation. Not only this but also to address good teaching and learning having good reading habit is used as wheel to materialize the aimed goals. Good reading habits act as a strong weapon for the students to excel in life Bashers Mattoo(2012). A person who has good reading habit is not alone at any time at anywhere. A reading book is true friend and unforgettable gift that we can open now and then to read it.

Reading habit not only improves the reading achievements and language acquisition but also improves skills. Bignold(2003) asserted that habit of reading can develop students 'reading skills. Having good reading habit helps us a great deal in building our confidence, reduce the

Stress, widen our thinking level. Good reading habits improve concept of subject matter, general knowledge and enrich communication skills that helps both teachers and students to understand each other easily. Because reading has numerous benefits that improve a person's language acquisition, cultural enrichment, critical thinking and social skills Cunningham and Stanovich (1997) and Holden(2004).Through reading people can get useful information. Particularly reading in English language for EFL teachers and secondary school students is inevitable to be successful in their work. Always if they become books reader, they will be leaders of themselves and for others. The ability to read is the essence of self-education and lifelong learning because reading has a role in self development. Tella and Akande(2007).Not only this reading is source of information and information is power for today's generation at the time our world is being became a village. According toYusuf(2007),information bridges the gap between knowledge and ignorance. One of the major avenues for acquiring information is reading and reading is the foundation upon which other academic skills are built. In the same having good reading in English Language has double benefit for both teachers and students. One they access to new information by reading. Second they improve their language proficiency in gradual process they build skills of the language.

Reading habit does not suddenly appear in short time and by reading only one book.To develop reading habit in English, requires effort, rehearse and takes time. Tella and Akanda (2007) explained that reading habit is behavior which expresses likeness of reading of an individual and good reading habits help students in mastering the contents of learning, which such a habits is formed, reading becomes a hobby. That means like all other habits, reading habit is developed during we practice in different times with different materials. Green (2001) explained reading habit is best formed at young impressionable age in school, but once formed it can last one's lifetime. Reading habit is cultivation of positive attitude and continues interest towards reading materials; the type that urgent one to read regularly for pleasure and for self-education. Hudge (2003) explained that reading habits as asserts that it is the art of inculcating (repeating) reading habits and interests in the learners. He said that in the school set up, the art of inculcating reading habits and interests in learners rests squarely on teachers by stressing that the importance of reading especially in learning people with reading culture attained proficiency in reading by acquiring the basic skills needed for learning. This is possible through provisions of conducive

reading environments and copious reading activities. So, reading habit is the practice of reading the written thing regularly in a long time.

Reading habit can be influenced or developed by several reasons. A place that provides students with a comfortable and relaxing environment to read may enhance their opportunities engaging in self-selected reading habit as well as reading in general Bossmann,J(2010).Environment where the people live plays role for good or bad reading habit. The sample of sources exist in the area also plays role to improve reading habit of one person. More access to books, leads to more reading Krashen(2009).The critical factors for successful encouraging a student to be a committed reader is to engage this student in reading tasks Lewis.J(2010).Several researchers have conducted their studies about reading habit and its uses for teachers and students in English Language Tuong(2016),Alice(207) and Marenga(2016).Scholars such as Basil and Mateo (2012) assured that good reading habits act as strong weapon for students to excel life. They are very essential for creating a literate society in the world.

On his part, the researcher also conducted this study on factors affect general reading habits of EFL teachers and students in English Language at Wale Lube IfaBoru Secondary School. In this school the researcher has been teaching for about six years. Through these years from his experience, there was poor reading habit on part of EFL teachers and students in English Language. In this school, the teachers use textbook and occasionally they use references books like grammar to teach the students and students focus on class note. However, reading English written materials to teach or to learn is not limited to class textbook. To get good language competence, to flourish reading habit, reading several literatures like fictions, different books with different topics play great role for the language. Because all these strengthen language skills and knowledge of the language. But all these movements were low in the school researcher conducted his study. So the researcher was inspired to explore the causes for low reading habit in English Language at the mentioned school. My research was different from other studies by time, place of study and participants of the study and contents of the study as well as by its result.

1.2. Statement of the Problem

The main objective of this study was exploring factors affecting reading habits of teachers and students in English language at Wale Lube IfaBoru secondary school. In this school, there was serious problem of reading habit in English language. Still now, there was no more conducted study in this school about the problem. However, regarding this topic different related researches have been done locally and internationally at different levels by different researchers. A researcher called Alice Su Chu Wong conducted research on title “The relationship between Leisure Reading Habits, Vocabulary and writing on English Language learners (ELLs) at university of Technology Mara,Saboh in Malaysia.The study focused on ELLs and deals with Leisure reading habit, vocabulary and writing performance. The finding of the study was that participants had not received a lot of support for reading from their English Language teachers at junior levels and at SS.In addition to this the study also found that participants had not adequate vocabulary required for the tertiary reading level.

Ismail Sheik Ahmed(2003) conducted his research on the title of Promoting English language development and the reading habit among students in rural elementary schools through the Guided Extensive Reading Program. This research also focused on rural area schools in the same country Malaysia. The result of this study explained difficulty of vocabulary in the English textbook for students. But my research was focused on Reading habit of teachers and students in English at high school level. Mine was different from above studies by time, place, level of participants.

Similarly M.OwusuAcheaw(2004) has done his research on Reading habits among students and its effect on Academic performance at Koforidua in Ghana.The study revealed the majority of the respondents had the view that reading habits have effect on academic performance and the result of this research showed that many students did not use library.

Nigerian researcher called Marenga Dinah conducted his study on title “Factors Influencing Reading Habits of Students in Nigeria” focused on three tribes of Nigeria like Hausa,Igbo and Yoruba. His study focused only on the students who belonged to these three major tribes. The study also assessed religious books written in foreign and indigenous languages. The research covered selected urban and rural schools within three zones and Metropolitan cities.

The result of this study was also many students always read note book and prescribed texts. His findings also showed that rural schools were at disadvantage because of lack of some basic facilities than urban students. This researcher has used only tools such as observation and interview to collect data from three states. However, my study targeted on "Factors Affecting Reading Habit of Both Teachers and Students in English Language at Wale Lube IfaBoru Secondary School, "without discriminating Participants by their tribe and researcher used interview for EFL teachers and librarians, questionnaire for students and focus group discussion for students. But in Marenga Dinah study the participants were selected randomly from major tribes in the country and the research was only restricted to Students and excluded role of EFL teachers and librarians. So the researcher tried to include the role of EFL teachers in reading habits of the students because teachers' effort and Students' activities are hand and kerchief. Students follow their teachers' line.

On the other hand, an Ethiopian researcher Misganaw T(2017) conducted his research on the title 'Assessing Reading Habits of Students in Higher Institution in Case of Gondor.' The results of this study also indicated that students' reading habits was very discouraged and many of the students do not have a good reading habits because of absence of reading club in the university. As a result, the researcher has recommended strengthening of university libraries and establishing of active reading club to improve reading habit. This research was conducted at higher institution while my study was conducted at high school level and it focused on reading habit of EFL teachers and students in English Language.

Rukya, H. (2016) conducted her research on the title, "Reading Habits of Secondary School Teachers: A study of selected secondary schools in Addis Ababa and Dasseiearea." Her research focused on general subject teachers in high school which means all teachers teach different subjects in secondary school. Her result showed that newspapers were more read than any other materials. In addition to this finding, women in every age group, they read less newspapers; magazine reading increased with age. Men read more than women and sports magazines were very popular up to age of 40. These all researchers did not focus EFL teachers and students simultaneously in context of English Language reading habit at high school level. English language teachers should be included in the study because they come to front line when we talk about reading habit in English Language of students. So my study focused on "Factors Affect

Reading Habit of Both teachers and students in English Language at Wale Lube Ifa Boru secondary school.” The researcher conducted his study that was different from all above study by time, place, sampling techniques and size as well as by participants.

1.2.1 Research Questions

1. What are library related factors that affect reading habit in English?
2. What are personal factors that affect reading habit regularly?
3. What type of reading materials do readers use regularly?

1.3. Objectives of the Study

1.3.1 General Objective

The general objective of this study was exploring factors affecting reading habits of teachers and students in English language at Wale Lube Ifa Boru secondary school.

1.3.2 Specific Objectives

The specific objectives of this study were:

- To examine library related factors that affect reading habit in English
- To find out personal factors that affect reading habit in English
- To assess the kind of materials used by readers.

1.4. Significance of the Study

This study helps readers in multi directions. It develops positive attitude in reluctant readers to read the printed materials in English to promote value of reading in English for language proficiency. The school both teachers and students also get awareness to bring radical change and to become competent citizens by reading different books. The study would also help Language teachers to make their students good readers and to be book oriented person. Not only this; study can serve as starting document for other researchers particularly who wants conduct further study on reading habits that is being declined due to different causes in our country Ethiopia.

1.5. Scope and Limitations of the Study

This study was conducted in Oromia regional state, Sheger City specifically Sululta sub-city which is located at northern Addis Ababa the capital city of Ethiopia on the distance of 23 km. The researcher has conducted the study on Wale Lube IfaBoru secondary school which is located in this city center. The researcher has selected this school in order to manage the study with the availability of resources (to minimize the cost) and control the study. This school was selected because of the researcher conducts the research parallel to his job. The study was confined only to 176 students selected by random sampling; 5 English Language teachers who were chosen purposively sampling technique and two librarians comprehensively from the existing total population.

Limitations are defined by John and James (1998) as conditions that cannot be controlled by the researcher and this may restrict the conclusions of the study and limit their applications to other situations. There are a number of limitations suggesting the results should be considered with caution. A major limitation was the inability to include all the students in data collection. There were limitation of budget, time and experience of researcher. So study was limited to Fital secondary school English Language teachers, students and school librarians. On the other hand, the researcher did not ask background of respondents' family status. Lack of recent time sources were another limitation. To solve all these problems, the researcher used his own effort. He took the students by simple random sampling technique from every section, as representative of the rest population. In addition to this the researcher used his resources effectively and he shared the experience of doing the research through reading, through communicating his advisor from time to time to get valuable advice.

1.6. Definition of Terms

Decoding: This is the act of translating information from a code to an understanding language/symbol.

Motivation: This is the total act of stimulating Interest of personal /individual to work hard.

Negative Reading Habit is one's dislike or hatred for reading, which makes one, not read anything. Sometimes the person may read only for examination purposes and abandon the task after graduation.

Positive Reading Habit refers to somebody's positive disposition to reading materials across

genres. One's likeness for books makes reading a hobby. It is one's likeness to read regularly.

Reading: is the ability to understand words written in a textual form, which enables the readers to improve their knowledge for personal development as well as academic performance. It is a process of decoding, understanding and interoperating information from pictures, signs, codes and written letters.

Reading Habit: Reading habit is well-planned and deliberate pattern of study, which has attained a form of consistency on the part of readers toward understanding academic subjects and reading written materials regularly, or reading habits refer to the desire for one to constantly read books, magazines, journals and so on.

Reading Reluctance: unwillingness (lack of interest to read written materials), disinclination: reluctance to reading books or speaking in public.

Social Media: group of internet based applications that build on the ideological and technological foundations of the World Wide Web (www) and that allow the creation and exchange of user-generated contents.

1.7. Organization of the Study

This study covers five chapters. The first chapter treats the introductory part that includes background of the thesis, statement of the problem, objectives of the study, significance of the study, scope and limitations of the study, and definition of key terms. The second chapter focuses on review related literature. Chapter three deals with design and methodology of the study while chapter four is presentation, analysis, interpretation and discussion of data results. The final chapter deals with the conclusion, findings and recommendations of the study.

CHAPTER II: REVIEW OF RELATED LITERATURE

English is one of international language, so that mastering English is obtained through a variety of teaching programs like reading every time, practice and use at Ethiopian schools. Teaching and learning activity in English Language does not take place without reading materials written in this language, In this part of the study, the researcher tried to make intensive review of related literature and some view of the scholars as much as possible regarding reading habit in English Language. The objective of English language is making students to master four language skills and upgrade their vocabulary power with appropriate pronunciation and grammar rules. Not only this having good reading habits update their knowledge. In view of this, fluency in English Language is crucial in order to enable the students to read materials and understand better any books written in the language (Gathumbi,A.2005). In the same way a scholar called Machael,O.(2011),Language skills teaching aims to maximizing meaningful communication, sharing information and get new knowledge.

Regarding to reading habit in English Language, Some important reference books and related materials have been reviewed regarding reading habit and factors affecting reading habits of people in English in different aspects. The researcher has tried to read different sources about this his research title and acknowledged the taken sources. Similarly, the researcher has read different ideas from internet and explained by his own works.

2.1. Definition of Reading

Reading is a process that involves recognizing words, leading to the development of comprehension. Reading is a process that negotiates the meaning between the text and its readers. It refers to extracting required information from it as efficient as possible. Jack, C.Richards (2002). Reading is conceived as a process essentially concerned with meaning, the transfer of message from writer to the readers. In short reading is decoding, deciphering and identifying letters or written words. According to smith and Robins reading is “Inactive attempt on the part of readers to understand a writer’s message. “That means reading is a cognitive process, which involves decoding symbol to arrive at a meaning by readers from written materials. Hill and Holden(1995) points out that “Reading is an interactive process in which readers shift between source of information that we have already known or what text says with what the author want to elaborate meaning.” Adding to these,Linsen,C(2006) gave definition of

reading as a set of skills that include making sense and getting significance meaning from printed materials which means a reader has skills enable him/her to get meaning from written words. Jain, P.M. (2008) also stated the reading is purposed to comprehend the significance of printed words into writing symbols.

According to Aganda (2008) explained reading is an indispensable tool for learning in various hierarchies of modern education set up. It facilitates learning process and effectively promotes intellectual development in learners. From this expression we understood that English is used as a tool in teaching and learning other subjects. When we come to Ethiopian curriculum context, English language is being used as medium of instruction in secondary school. However, EFL teachers and students pay little attention to read and use effectively materials written in English Language. EFL teachers come in front line to develop reading habit in English Language. They are model for students and students are reflection of them.

2.2. Benefits of Reading Habit

Reading is the center of literacy development and one of the most fundamental skills upon which all formal education depend within the school systems. It paves the way for academic success. A famous saying, "A home without books is like a body without soul." It is a yardstick for measuring academic progress. Moreover having reading habit of written materials make us to be more intelligent because it develops the mind grows and makes mind sharpen in its ability. Reading habit also helps to improve language skills and to get new knowledge as well as to remember what we have already read. To have good reading habit makes the people become good listeners, good speakers and good writers. A book can work as a bridge to different cultures, realities, characters, innovation of science and how to use. Particularly having habit of reading in English help us in different ways: In short reading is used for mental stimulation, for stress reduction, for further knowledge, for vocabulary expansion, for better writing, form improvement, for stronger analytical thinking and for improving concentration. Reading educates us, informs us makes us capable for intellectual discussion. Reading is also the cornerstone of literacy as it is considered one of the reading skills Onukaog (2002) and an interactive process in which a reader combines the information in the text with the prior knowledge he/she possesses Shen (2008).

Reading books every day not only means fresh knowledge adding to your brain but also it means regular brain maintenance. Some research shows that reading improves memory power and reduces the chances of cognitive disorders like Alzheimer. Regular reading habits help to slow down cognitive decline with age. Reading means hard work for the brain to keep it up sound.

With regular reading, mental strength increases day by day, stress on ourselves decreases and it is essential for us to acquire new knowledge by reading in every moment. Vocabulary is enriched through reading as language becomes easier to access at higher levels. There is no substitute for regular reading in improving memory plays a vital role in enhancing analytical thinking skills.

The higher analytical thinking power, the easier it would be for you to make difficult decisions in tough situations. Through regular book reading, we can increase our attention and concentration level more have a direct impact on having a sound sleep at night. As a result, we can find peace of mind, the mind that we entertain by reading books plays a vital role in maintaining good mental health, and there is no other way but regular reading to increase the writing skills of those who are writers or literary practitioners and to create new literature in the field of literature. We need new skills and knowledge every day to keep pace with the ever-changing society, state, and world and we get this knowledge by reading mostly. Reading, especially reading books every day is the best way to keep our minds fresh. By overcoming all the fatigue of the mind, we can acquire knowledge by reading for dealing with new challenges every day. So we should read more and more and many books as possible every day to meet our different needs.

Reading is a necessary skill when it comes to acquiring a second language. Reading has a lot of benefits including improving the language acquisition, improving the structure of the knowledge and grammar and improving fluency and accuracy, cultural enrichment, critical thinking and make smooth social skills. The benefits of reading are well known but there are still a large number of people with poor reading habits especially undergraduate students. As the above idea reading is an important because it develops our mind and helps us to gain excessive knowledge that help to guide lessons of the life. This leads our mind to aware our mind in the world we live in it by making it active on creative.

Similarly reading habits increase our power of vocabulary and helps us to make well communication skills. According to Aganda (2008) explained reading as the following. Reading is an indispensable tool for learning in various hierarchies of Modern education setup. It is

facilitating learning process and effectively promotes intellectual development in learners as well. Reading plays a vital role in any worthwhile effort to teach or to learn English, the language of instruction at high school in Nigeria. From the above expression English is used as a tool in teaching and learning other subjects.

When we come to Ethiopian curriculum context, English language is being used as medium of instruction in secondary school. However, most of our teachers and students pay little attention to read and use effectively. Because reading is central to learning and teaching other subjects by using English language, absence of good reading habit in English language consequences on learners.

It is obvious, having reading habit is very important for both teachers and students in English Language for language proficiency. Because having language proficiency leads good understanding. As a result, this widens knowledge transferred in the language. According to Green(2002) the habit of reading is essential for widening the experience and knowledge of people whether it is for pleasure or for the purpose of learning.

Reading books every day not only means refresh knowledge but also it means regular brain maintenance. Reading improves memory power and reduces chance of cognitive disorders like alzheimer. Self improvements like improving communication skills, reduce stress, increase pleasure and creativity. Regular reading habits help to slow down cognitive decline with age. Books really are your best friends as you can rely on them when you are bored, upset, depressed, lonely or annoyed. They will accompany you anytime you want them and enhance your mood. They share with you information and knowledge any time you need. Good books always guide you to the correct path in life. Good reading habits act as a strong weapon for the people to excel in life Bashir and Mattoo(2012).

A person who has good reading habit can be benefited in several ways. Following are some benefits of reading habits for a reader:

Self Improvement: Reading helps you develop positive thinking. Reading is important because it develops your mind and gives you excessive knowledge and lessons of life. It helps you understand the world around you better. It keeps your mind active and enhances your creative ability. Bidnold (2003) indicated that the habit of reading improves children's language skills because books are hindrances to persisting stupidity.

Communication Skills: Reading improves your vocabulary and develops your communication skills. It helps you learn how to use your language creatively. Not only does it improve your communication but it also makes you a better writer. Good communication is important in every aspect of life.

Increases knowledge: Books enable you to have a glimpse into cultures, traditions, arts, history, geography, health, psychology and several other subjects and aspects of life.

You get an amazing amount of knowledge and information from books Nevils(2004:1) stated that development of reading habits in learning activities plays the role.

Reduces stress: Reading a good book takes you in a new world and helps you relieve your day-to-day stress. It has several positive effects on your mind, body, and soul. It stimulates your brain muscles and keeps your brain healthy and strong.

Great Pleasure: When I read a book, I read it for pleasure. I just indulge myself in reading and experience a completely new world. Once I start reading a book, I get so captivated I never want to leave it until I finish. It always gives a lot of pleasure to read a good book and cherish it for a lifetime. Reading for pleasure is viewed as the most significant indicators associated with the future achievement(Douglas,20013).

Boosts Your Imagination and Creativity: Reading takes you to the world of imagination and enhances your creativity. Reading helps you explore life from different perspectives. While you read books you are building new and creative thoughts, images and opinions in your mind. It makes you think creatively, fantasize and use your imagination.

Develop your Analytical Skills: By active reading, you explore several aspects of life. It involves questioning what you read. It helps you develop your thoughts and express your opinions. New ideas and thoughts pop up in your mind by active reading. It stimulates and develops your brain and gives you a new perspective.

Reduces Boredom: Journeys for long hours or a long vacation from work can be boring in spite of all the social sites. Books come in handy and release you from boredom. In general good reading habit benefits a reader in multi ways: to improve brain connectivity, to increase word power to comprehension, to empowers someone to empathize with other people, aids in sleep readiness, for better writings skills, it reduces stress, to provide information about something, it improves focus and concentration as well as for eyes than mobile/computer for language acquisitions.

2.3. Reading Habits

Habit is a consistently repeated behavior that is considered normal to the person performing the action. It refers to a disposition to behave or do something in a particular way. Junuis, A (2003) defined reading habits as, "Learned practice of seeking knowledge, information or entertain through the written word." (P.77), she said that the practice acquired by reading books, journals, magazines and newspapers etc. Reading habit behavior to read which is done regularly to understand information and get entertainment from written material. Reading can be obtained from fiction, non-fiction, book, magazine, newspaper, reading also useful for getting knowledge. According to her, having reading culture is imperative for citizens if the future of the country is to be guaranteed.

Habits are patterns of behavior, which manifests with regularly in which one does and how it is done. This can be bad or good habits. Habits are easily formed and once formed, become difficult to avert. Reading habit is developed gradually, not just happens by chance. Reading habit is one of the habits that can bring great satisfaction and sense of dramatic accomplishments to readers. Reading habits is behavior, which expresses likeness of reading of an individual. Good reading habits help students in mastering the contents of learning, which such a habit is formed, reading becomes a hobby. Tella and Akanda (2007). Like all other habits, reading habit is developed during we practice in different times with different materials.

Reading habit is cultivation of positive attitude and continues interest towards reading materials; the type that urgent one to read regularly for pleasure and for self-education. Reading habits as asserts that it is the art of in calculating (repeating) reading habits and interests in the learners. In the school set up, the art of reading habits and interests in learners' rests squarely on teachers by stressing that the importance of reading especially in learning.

People with reading culture attained proficiency in reading by acquiring the basic skills needed for learning. This is the possible through provisions of conducive reading environments and copious reading activities. So, reading habit is the practice of reading the written thing regularly, Hudge (2003).

According to Palani (2012), reading habit is an essential and important aspect for creating a literate society in this world. It shapes the personality of individuals and it helps them to develop proper thinking methods, and creates new ideas.

From the above idea we understand reading habit is developed through interest and the material plays role in development of reading habit. The people also influence their peer for reading habit. That means peer pressure has role to have good reading habits. For students' teachers can be model to have reading habit in English language Reading habit is scholarly activity which is conceivable just if a man has shaped the habit for reading. The reading habit alludes to the recurrence of reading and the normal time spent on reading materials Aliyu, Akangbe and Adedeji(2012) from the above idea reading habit is task that developed in continuous way in the readers. It is important that students should be encouraged to inculcate the spirit of reading right from the secondary level to the advanced level to empower them to have considerable reading skills. Having reading habit helps both teachers and students to be successful in teaching and learning. If there is no reading habit, all things will be difficult for all society. Failure to read paves the way for all kinds of catastrophes in the society. Therefore, reading habit should be developed in the students and teachers should change the outlook in their school. Reading habit is best formed at young impressionable age in school, but once formed it can last one's life time Green(2001).

Reading habit plays a vital role in constructing a literary society. It also plays an important role in the formation of the reader's personality and it assists readers to develop the appropriate thinking methods and in order to produce new ideas Palani(2012).

From above idea the researcher understood that reading habit gives information that provides knowledge about acquisition of a language, culture, history, critical thinking with social skills and technology. Noor(2011) claims that in any higher learning environment, reading is valued as the most important academic languages skills for all second language and foreign language learners.

2.4. Some factors Influence Reading habit of readers.

There are several factors that influence reading habits of readers. Language skill, Social factors, reading reluctantly, home factors, personal factors(background knowledge),school library or environment they live in, Currently technological influence and misuseage of social media and the family they grow in(live in) can make pressure to have different views and efforts to reading habit. Scher (2008) found that demographic factors including the educational and income levels of parents are linked to the quantity and quality of the literacy practices carried out at home and

school. Adetunji (2007) pointed out that personal characteristics of children such as age distribution, social class, and the occupation of parents have an impact on attitudes to reading and reading behavior. Pandian (2000) mentioned that the students' reading behavior may be influenced by factors related to their backgrounds, home and school environments. He also added that the development of reading habits is associated with certain factors such as exposure to media and computer. It has been noted that home factors including socio-economic status of parents, exposure to language at home, and home facilities such as availability of materials affect the development of reading habits Adekola(2012).

Lee & Yeo(2014) mentioned that home environment support including availability of reading materials and the frequency of reading to the children contribute to the formation of positive attitudes towards reading. Sanacore (2002) stated that when students read for pleasure each day, they will acquire experiences to read with a larger sense of purpose which further develops their reading habits.

Likewise, Adetunji and Oladeji (2007) regarded environmental influence, parental influence, peer influence, school curriculum, and teachers influence as other factors which can either support or stand against better reading habits. Nathanson, Pruslow, and Levitt (2008) proved through their study that parents have a considerable influence on their children if they are to become enthusiastic readers.

In a study conducted in Jordan, Banihani and Abu Ashour (2015) mentioned that parents play a significant role in encouraging their children to read by being role models, discussing reading with them and creating a reading environment at home through providing interesting reading materials and comfortable places for reading. School factors including library facilities, teacher influence, and peer influence were found to have a direct influence on the acquisition of reading habits Pandian(1997). It was also revealed that teacher influence is a good predictor of children's school performance Adekola(2012); Adetunji and Olagunj(2014). The influence of parents, siblings, peers, and teachers is seen important in the socialization of children as they play a significant role in the engagement of students in the literacy occurrences. The interaction between children and adults are considered essential to obtain literacy Pianta(2004).

Furthermore, it has been revealed that the attitude towards reading is as important at home and in school in the development of reading habits Kim(2003).

2.4.1 Poor foreign language competence

Readers with poor foreign language competence are usually said to face a problem in comprehending a text. In the context of English Language, there is a lack of skills and if there is poor language skill, all things can be difficult and this can challenge students even teachers to develop our reading habit in this language. Although text comprehension can be facilitated by the appropriate use of prediction, which itself is done through the use of correct cues, foreign language readers with poor language competence cannot efficiently use correct predicting cues as to understand the written materials. Poor foreign language competence could be related to a lack of mastery of vocabulary, structure, used words with several meanings, idioms etc.

2.4.2. Social Factors

According to Arumugam (2004), social factors can be classified into four groups; personal factors include ethnicity, sex, and socio-economic status. Home factors include parents, siblings, friends, reading materials, and exposure to language (radio and television). Information and communication technology (ICT). School factors include teachers, peers, and school administration. In this study, 'social factors' refer to personal factors including gender, age, and socio-economic status, home factors including parental influence, the influence of siblings, availability of reading materials, and exposure to mass media, school factors including school library influence, English teacher influence, and peers influence, and social media including surfing the internet, reading on the internet, and time spent on online reading.

2.4.3 Reading Reluctance

This term refers to the phenomenon of students who can read but choose not to read Pandian(1997) Al-Saleem(2012). In this study, reluctant readers are students who are able to read but have no interest in reading for different reasons. For some students, reluctance to read is due to competing interests such as sport, games, arts, or another extracurricular activity. For others, reading can be difficult and heavy as stone because of language problems they feel frustration and strain.

2.4.4 Personal Factors

Personal factors are defined as biological, psychological and socio-cultural characteristics, which might affect behavior. They include gender, ethnicity, age and socio-economic status of the respondents Hagerstrom(2010). In this study, ‘personal factors’ are related to variables such as age, gender, and socio-economic status of the participants of the study. Socio-economic status represents parents’ educational achievement and their household income. Not only these but also Physical factors include environmental such as light, quality of eyesight concerning eye health. Mental factors include comprehension, learning disabilities, speed of interpretation, thought processes, and abilities to focus away from distractions, native intelligence, neutral process and prior knowledge.

2.4.5 Home Factors

Home factors refer to the availability of reading materials (the variety and amount of English reading materials received as presents from parents), parents and siblings as reading models students and exposure to mass media such as radio and television Jaki(2006); Aruguman(2004); Pandian(1997). In this study, "Home factors" consist of parents and siblings as reading models, and the availability of reading materials, which are received as presents from parents and exposure to mass media via radio, television. On the other hand parents play on effective role in inculcating reading habits among their children because they are the first and main strengthen to boast and stimulate learning potential by developing the constant of habit of reading.

2.4.6 School Library Factors

Library comes on front line in encouraging reading habits. It is centre of any academic institution and it can be expected making information available in different forms like written books, fictions, newspapers, magazines even in digital pictorial, audio-visual to give effective library services. If all these occurred it can inspire feeling of reading in students and teachers. According to Douglas (2008), the library becomes increasingly important in the teaching for not only does it supply enactment materials in all areas; it also supplies materials at all levels of difficulties. School library factors refer to the amount and variety of reading materials in English available in the school and also the availability and adequacy of reading area in the school library. School factors also include the influence of teachers and peers on the students in the school Jaki(2006). In this study, ‘School factors’ are related to the variety of reading materials

written in English which are available in the school and also the availability and adequacy of a reading area in the participants' school library. As scholar called Margaret Fuller, "library is a hospital for the mind." Unless library is enriched by reading sources, it is meaningless for readers.

2.4.7. Reading Attitude

Attitude is defined as a predisposition or a tendency to respond specifically towards an object, situation, or value which is generally accompanied by feelings and emotions Mangal and Mangal(2013). In this study, attitude refers to the way an individual thinks and feels towards reading and also the value one places on reading. Reading in a foreign language is a brave decision and Positive attitude on the part of the learners. To learn and use foreign language takes time, patience, good study habits, skills and dedication. When the children or adults begin to learn a foreign language, cognitive skills are developed especially in children. American council on teaching foreign language, children who begin to a foreign language in early childhood demonstrate a certain cognitive advantage over children who do not.

2.4.8. Media Factors to reading habits.

Social media includes web-based and mobile based technologies that have revolutionized the processes of communication into interactive dialogue among individuals, organizations and communication. Some social media here used as examples are:facebook,youtube,Twitter,Yahoo Messenger,Whatsapps, Blackberry messenger, flickr, Tunes, second life, and my space. When we follow (use) all these different social media has advantage and disadvantage to develop one person reading habits. There are many factors related to social media and broadcast media like films that undermine reading habits of readers. According to Palani,K.(2012),due to influence of mass media people do not show much interest in reading books, fictions, magazines and journals among others. From this we understand that technological advancement has negative impact particularly in context of our country Ethiopia as it has advantage for wise users. When a person has addiction of different media to use he/she may be challenged to read books continuously because they haven't interest of reading materials.

Loan,F(2009)claims that the new gadgets of technology such as social media, cinema, television and film have become "Time eating machines",to create and maintain balance in the use of

traditional reading and new technology, educators and librarians have to attract a new generation towards reading.

2.5. Other Barriers Affecting Reading in English Language

To have good reading in English Language, there are several barriers to non- native speakers. The following are some problems to Students even to teachers can be challenged.

2.5.1.Lack of grammatical and linguistic competence

Many people cannot read effectively because they fail to decrypt grammatical and lexical units of language in the text. They lack the ability to differentiate and recognize the words, sentences, expressions, used in the text. It hampers the process of reading. The reader may stop reading further if he fails to understand the text grammatically. According to Leizing,D.(2001),reading involves word recognition or identification of Vocabulary, comprehension for readers.

Lack of motivation: Reading for information and knowledge requires motivation and discipline. Many people think reading as boring and time-consuming task. Lack of proper motivation and goal may create barrier to reading.

Lack of concentration: If the reader lacks concentration while reading, he just will turn pages after pages without much comprehension. Reading is psycholinguistic process. It requires careful attention of the reader.

Proper light and ventilation: A reader has to struggle a lot to read in dim light or dark rooms. If proper ventilation is not there in the reading room, reader may feel suffocated or tired.

Size of the book: Normally, people prefer reading small size articles and texts. If the book contains volumes of pages, it decreases the interest of the reader.

Articulating the words and sentences correctly:Many readers have habit to articulate loudly or murmur the words in the text. They buzz each word which creates a barrier to speed reading.

Putting Finger, pen or any object on the words and sentences while reading: Many people put their finger or pen on the text while reading. They move the finger or object from word to word which lowers down the process of reading.

Narrow Eye span: Many readers read the text into independent eye shift between each and everyword. They have narrow eye span. It not only decreases the speed of reading but also affects the comprehension. Shorter the eye span, slower the speed and comprehension. Readers require proper training and techniques to expand their eye span.

2.6. Strategies used to cultivate reading habits

In today's world human being can develop their reading habit. Because the world is digital, most people prefer having their hand mobile appliances that would help them stay on top of to acquire the habit of reading is to construct interest of reading in continues way. Having reading habits of books, benefit in many ways. They make the mind think deeper, teach new things, sharpen skills of readers, curb the anxieties and help to grow to the next level. According to Elizabeth Laize, (2017) explained there are tips to help you cultivate better and consistent reading habits. Determine reading goal is one way to cultivate reading habit. In order to create a reading habits and culture, it is important to start off by setting a goal. This goal should be articulate and backed up with a purpose. Start by thinking about how consistent reading patterns can help readers grow in different areas of their life Spiritual, academics, careers, relationships and more when you get concrete reasons and purpose attached to readers' goal, they will be more motivated to keep pushing and achieve it. Not only is this to make a list of books for each your schedule another important thing. It is important to keep a journal, notepad or excel spread sheet listing the books you will liked read for each day, week, month or even a year. Read at least 10-20 pages a day. If you are looking to create a consistent reading pattern, then setting out a particular number of pages per day would work perfectly.

On the other hand, the researcher has invested things that encouraged reading habits of teachers and students at Wale Lube IfaBoru Secondary School. For those that you love hard copy books, considering setting aside a good reading environment with appropriate tables and chairs to help the readers stay in focused. For most people today, mobile apps, tablets, news aggregators, book readers their goals.

However, most of Wale Lube IfaBoru Secondary School students do not use modernized system to read written things in English Language due to low language proficiency as they have raised their view during the researcher invited them for FGD. Set aside specific times every day to read assigned books for the week/month and any other articles you may have books marked. Put way distractions such as turning off the TV and other things that may hinder your reading time. Ready for at least 30-40 minutes a day is a great start and would help you develop concrete reading habits as you will always look forward to having your time that supports your reading goals. Get a reading partner or book club. Get reading partner who has a heart and willingness to read and create a plan to help you achieve your reading goals.

Reading is not just an important professional skill. It is also a way to enjoy informative, creative, and inspiring works of literature that enrich our life experiences. Like any skill worth mastering, a reading habit requires time and dedication to develop. It is, however, a lifelong source of enjoyment and entertainment and an affordable hobby for anyone who wants to pick up a book. There are several useful tips/techniques used to cultivate (improve reading habits) a life time reading habit:

Go to used book shops: My favorite place to go is a discount book store where I drop off all my old books (I usually take a couple of boxes of books) and get a big discount on used books I find in the store. I typically spend only a couple of dollars for a dozen or more books, so although I read a lot, books aren't a major expense. And it is very fun to browse through the new books people have donated. Make your trip to a used book store a regular thing.

Have library day: Even cheaper than a used book shop is a library, of course. Make it a weekly trip.

Read fun and compelling books: Find books that really grip you and keep you going. Even if they aren't literary masterpieces, they make you want to read and that's the goal here. After you have cultivated the reading habit, you can move on to more difficult stuff, but for now, go for the fun, gripping stuff. Stephen King, John Grisham, Tom Clancy, Robert Ludlum, Nora Roberts, Sue Grafton, Dan Brown ... all those popular authors are popular for a reason they tell great stories. Other stuff you might like: Vonnegut, William Gibson, Douglas Adams, Nick Hornby, Trevanian, Ann Patchett, Terry Pratchett, Terry McMillan, F. Scott Fitzgerald, all excellent storytellers.

Make it pleasurable Reading: Make your reading time your favorite time of day. Have some good tea or coffee while you read, or another kind of treat. Get into a comfortable chair with a good blanket. Read during sunrise or sunset, or at the beach. Always carry books with you and be ready to read while you are waiting for appointment, public transportation, and meeting or at any free time. "A book is a gift you can open again and again." Garrison Keillor. As this idea reading books should be our true friend for ever if we read.

Blog it: One of the best ways to form a habit is to put it on your blog. If you don't have one, create one. It's free. Have your family go there and give you book suggestions and comment on the ones you're reading. It keeps you accountable for your goals.

Set a high goal: Tell yourself that you want to read 50 books this year (or some other number like that). Then set about trying to accomplish it. Just be sure you're still enjoying the reading though don't make it a rushed chore.

Have a reading hour or reading day: If you turn off the TV or Internet in the evening, you could have a set hour (perhaps just after dinner) when you and may be all the members of your family read each night. Or you could do a reading day, when you (and again, your other family members if you can get them to join you) read for practically the whole day. It's super fun.

Set time: You should have a few set times during every day when you'll read for at least 5-10 minutes. A person should establish a daily reading habit with regular time. These are times that you will read no matter what triggers that happen each day. For example, make it a habit to read during breakfast and lunch (and even dinner if you eat alone). And if you also read every time you're sitting on the can, and when you go to bed, you now have four times a day when you read for 10 minutes each or 40 minutes a day. That's a great start, and by itself would be an excellent daily reading habit. But there's more you can do.

Make a list: Keep a list of all the great books you want to read. Start with small and interesting books. You can keep this in your journal, in a pocket notebook, on your personal home page, on your personal wiki, wherever. Be sure to add to it whenever you hear about a good book, online or in person. Keep a running list, and cross out the ones you read.

Tech trick: create a Gmail account for your book list, and email the address every time you hear about a good book. Now your inbox will be your reading list. When you have read a book, file it under "Done". If you want, you can even reply to the message (to the same address) with notes about the book, and those will be in the same conversation thread, so now your Gmail account is your reading log too.

Find a quiet place: Find a place in your home where you can sit in a comfortable chair (don't lay down unless you're going to sleep) and curl up with a good book without interruptions. There should be no television or computer near the chair to minimize distractions, and no music or noisy family members/roommates. If you don't have a place like this, create one.

Reduce television/Internet: If you really want to read more, try cutting back on TV or Internet consumption. This may be difficult for many people. Still, every minute you reduce of Internet/TV, you could use for reading. This could create hours of book reading time.

Read to your kid: If you have children, you must, must read to them. Creating the reading habit in your kids is the best way to ensure they'll be readers when they grow up and it will help them to be successful in life as well. Find some great children's books, and read to them. At the same time, you're developing the reading habit in yourself and spending some quality time with your child as well.

Keep a log: Similar to the reading list, this log should have not only the title and author of the books you read, but the dates you start and finish them if possible.

Even better, put a note next to each with your thoughts about the book. It is extremely satisfying to go back over the log after a couple of months to see all the great books you have read. These tips were taken from www.lifehack.org/articles feature.

Reading different genres: Reading different genres in written in English can enhances reading habits in English. Particularly English Language teachers should read and prescribe for their students as they strengthen their reading in English Language. Genres are core of language to develop language skills. Wise teachers read different types of genres as their hobbies. So it is very important to read a lot of genres makes someone good reader that can be good writer.

2.7. Types of Reading Levels

There are four levels of reading as conceptualized as the following.

2.7.1.Elementary Reading

It is also called initial reading, rudimentary or basic reading. At this level one reader goes to from non-literary to least beginning literacy. In mastering this level, one learns the rudiments of art of reading, receives basic training in reading and acquires initial reading skills. The question that is asked at this level is what does the sentences say question.

2.7.2.Inspection Reading

This is also called pre-reading or skimming. This level is characterized by its emphasis on time. Its aim is that to get the most out of book within a given time. This is usually done through an examination of the surface of the book checking thing such as the title of the book, its preface, tableof contents, index and publisher's blurb if available. After finishing all information at this level one should be able to answer questions such as: What kind of books it is (a novel, a history, a scientific treatise?),what is the structure of the book?

2.7.3. Analytic Reading

This is a more demanding level. It is more complex than the preceding levels and represents thorough and complete form of reading. Analytic reading is hardly ever necessary if your goal is reading is simply information of entertainment. It is preeminently for the sake of understanding.

2.7.4. Synopical Reading

It is also called comparative reading. A synoptically reader reads different text on same subject and compares them to each other to arrive at a holistic and more enounced understanding the subjects.

2.8. Aspect of Reading Habit

In gaining an effective reading habit, Julio Cesar summarized six aspect of reading habit. These are: reading frequency, books to be read, time spent on academic reading, time spent on non-academic reading, motivation in the family environments, motivation in the academic environments.

Reading Frequency: it used to measure students' reading frequency in their spare time. How

Books to be read: The number of many books that the readers read in different times it can be in hours, in week, in month or in a year.

Time spent on academic reading: it is considered the time that the students devote their time to read academic books especially for their specialist subject

Time spent on-academic reading: it focuses on books to be read like magazines, books such as novel, fiction, romance, horror etc.

Motivation in the family Environment: It focuses on the recommended books that were purchased by the family based on interest of the family.

Motivation in the academic environment: it is focused on the frequency of the students reading literature in their school environment base on their teachers' instruction and textbook s' instructions.

2.9. Promoting Reading Habit

According to Inderjit(2014), the growth of reading habit does only occur in the classroom or at home; but also in the community or in public. Similarly Mc Colvin(1929), believed that there are four factors that help to develop students reading habit. The fist was influence from parents and friends who enjoy reading. Basically, anyone in the students' social circle plays a role in

influencing him/her. According to yewusi,F(2016), stated that parents are one of the major factors in developing reading habit of students. As idea of this scholar, parents' model for every students should be activate and avid readership so that students can be inspired to imbibe the habit and become various readers. In addition to this, there should be regular reading hours for students without interruption with household works.

Parents are the first model teacher for their students. Secondly, the preserve of books at home, or an appealing library in the influences of teachers. Teachers play a lion role in developing reading habit among themselves and in their students. Particularly, EFL teachers are chief drivers of good reading habit in this language. Therefore, these teachers should be model readers for their students and they have to challenge the students with different activities that can improve reading habit of the students by providing list if interesting materials as well as reading assignments. Not only parents and students, but also the school should organize reading competitions with attractive rewards for successful competitors in reading materials written in English language. Teachers must be readers as they are role models to all the students in school. Finally, school work that is closely related to library reading habit implies that the readers turn to books naturally and almost automatically and teachers are responsible in relating school work to library reading.

Anyaegbu(2016) mentioned that without the existence of a functional library, students' reading habit can be affected. Respondents in the study revealed that lack of reading materials in their school library affected their reading habit in English Language. Library is one of the resources that can stimulate and develop the reading habit in interest of both teacher and students.

On the other hand, developing reading habit in English language should not only work of secondary schools; it is important to revise what transcribed in junior secondary schools because of the lack of language proficiency was rooted from lower grades. If there were lack of reading materials plus language problems, there was nothing to motivate students to develop good reading habit.

2.10. Types of reading and their roles in development of reading habit

There are different types of reading habit and they can build reading habit directly or indirectly. There are two types of reading that help readers to build on their reading interest and their skills which encourage their reading habit in English Language. These are intensive reading and extensive reading.

2.10.1 Intensive reading

The readers need to have their aims clear in mind when undertaking intensive reading. Intensive reading is studying text line by line. It referring at every moment to dictionary and grammar, comparing, analyzing, translating and retaining every expression that it contains. If we need to list the chronology of events in a long passage, you will need to read it intensively. This type of reading has indeed beneficial to language learners as it helps them understand vocabulary by deducing the meaning of words in context. According to Hudge, explained the aim of intensive reading is to arrive at profound details. It focuses on how the meaning is produced from the text. Moreover, the benefit of intensive reading enhancing reading comprehension, helping readers by understanding sentences structures and develop critical thinking as readers have to answer all required questions after reading. It helps as readers read collaboratively, as it sometimes done in pair or group work. The readers carefully and closely read a short text with the intention of gaining understanding details. Through this the readers build both their language by focusing on new words, grammar forms, purpose of the author and they develop their reading.

All these activities help in improving reading skills such as skimming and scanning a text for specific information and reading for detailed information. When the readers build all these they develop their reading habit easily.

2.10.2 Extensive Reading

Extensive reading also plays great role to develop reading habits of both teachers and students through giving pleasure for them. Because there is an element of enjoyment in extensive reading, it is unlikely that readers will undertake extensive reading of a text they do not like. Extensive reading has several advantages for readers. Among these: improves comprehension skills, to developing automaticity, to enhance background knowledge, to build vocabulary and grammar knowledge, to promote confidence and motivation and to improve production skills(speaking & writing).Through this a reader build his/her language capacity that helps to read materials

published in the language. Not only this but also the readers develop their reading interest through this reading habit that can be initiated in readers. Extensive reading helps readers in their development of autonomy, enhances their background knowledge and improves comprehension. Literature has also linked the development of reading skills and initiates reading habit.

Richard,D(2004) explained extensive reading as focusing on the rapid reading of books. This means that learners should be exposed to a lot of reading either reading habit for pleasure or read academic books.

2.11. Purpose of Reading Habit

Reading habit has purpose either positive or negative effects. The purpose of reading habit can be grouped into four segments. They are: concentration, deviational, habitual and recreational.

Concentration:one purpose of reading habit is concentration.Concentration means the readers acknowledge their reading process to understand the meaning of a passage. Reading for concentration is recommended for use in school by stakeholders; this reading habit purpose shows positive results in students' achievement in school.

Deviational:This is only reading habit which has a negative norm. The reader sometimes pretends to read, and deviates from the actual readings. If this reading habit attitude acquired by the students, it may lead to loss of interest in acquisition of knowledge.

Hobbial:A hobby is an activity that creates joy and satisfaction in doing it. The purpose of reading habit as a hobby makes a reader knowledgeable in so many areas; such as in educational, political, religious, social and economic. This purpose of reading habit not only makes someone satisfied but also positive. Unlike other hobbies, reading is one of the most recommended one to shape readers personality skills. By reading books on can develop power of his/her vocabulary that helps in conversation. Reading as hobby is wonderful; it helps the readers to improve their ability to absorb and to comprehend written materials in English Language that helps them to pursue a better job.

Recreational:A good reading habit for recreational that makes the readers acquire more knowledge in the classroom. Reading for relaxation is aimed to cool the reader's mind and to avoid mental fatigue. An example of reading for relation are: Reading newspapers and magazines.

2.12. Major Reason for Reading

There are three main key reasons why the people read written materials. The reason why the people read written material are: for survival, for learning and for enjoyment. Reading for survival is to be able to read in our environment. For example, reading maps, signs, labels etc. Reading for acquire knowledge and learning language proficiency. It is also done to pass the examination as what the students are doing in their school for learning purpose. Not only textbooks, but fictions, newspapers and magazines can be considered as some. On the other hand reading, reading for enjoyment or pleasure can be referred as aesthetic reading. Materials used for this purpose are novels, magazines, different plays and newspapers.

2.13. Consequences of Poor Reading Habit

If generations are not developing their reading habit, all things go to wrong is interrelated with total educational process to the extent used in all areas. Consequences of failure to possess the reading habit would be in different fields. At students' level, poor reading leads into cliff of illiteracy and brings failure. It is the reason why many student are not performing well academically in schools today Akong(2014). Poor reading habit breeds illiteracy and poverty of mind. Difference between the rich and the poor is nothing but knowledge and its rightful application, Onyange(2015). Likewise, the difference between a successful person and failure is knowledge. Poor reading habitat country levels, it creates knowledge gap and retards many things.

CHAPTER III: RESEARCH DESIGN AND METHODOLOGY

This chapter focuses on research design and methodology of the study, which includes research design, research method, instruments of data collection and ethical consideration. And also sampling techniques and sample size as well as methods of data analysis presented respectively.

3.1. Research design

The study employed descriptive research design. In descriptive survey method, data can be gathered from wide population regarding their attitudes, practices, opinions, etc. In line with this, Kumer (2006) states that descriptive studies also serve as direct sources of valuable knowledge human behavior. Thus, as the study focused on exploring factors affecting general reading habit of teachers and students, descriptive survey method was used to reveal their practice. The data in this study was analyzed in quantitative and qualitative approach. This chapter covers methodology of the study and research design settings with the respondents. It also presents information on data collection instruments and data analysis techniques used in the study. Finally, this chapter concludes with procedures of the study. The fourth chapter presents the results of data analysis of the study. It includes analysis and discussion of results of findings while the last chapter covers the summary, conclusions, recommendations and implications for future research as general.

3.2. Research Method

To collect data, the researcher has followed some procedures. First the researcher has prepared questionnaires in English Language and translated into Afan Oromo for students as well as for librarians. Second researcher has invited twenty students for focus group discussion. Then questionnaires were distributed to the participant students to gather information about their perception regarding the problem of reading habit in English Language at their school. Finally, the interview meetings were presented to five EFL teachers to know their view on the problem and two school librarians for detail information about their perception for low reading habit in English Language in their school context.

To analyze these data, the researcher used both quantitative and qualitative approaches of analysis. Some-closed questions, and focused group discussion was analyzed quantitatively. On the other hand, the interview was analyzed qualitatively. From collected data, interview gives a considerable amount of qualitative data. The analysis of data requires a number of closely related

Operations such as establishment of categories, the application of these categories to raw data through coding, tabulation and then drawing inferences. The collected data was also described thematically as complementary evidence with transcription of the respondents' view through explanation, paraphrase, narration and discussion that support to capture aspects of the study that could be done to triangulated research findings that derived from the literature review and primary sources. Finally, the conclusion was drawn from the main findings and possible recommendation was suggested for the faced problem.

A pilot study can be defined as a small study to test research protocols, data collection instruments, sample recruitment strategies, and other research techniques in preparation for a larger study. The researcher has conducted pilot study before he conducted the main study. The pilot study was applied to a few students to check all questions as it works for the case. The researcher wanted to check the validity and reliability of instruments used to collect data. However, these respondents were not permitted to take part in the main study during collection of the data. The purpose of conducting a pilot study was to examine the feasibility of an approach that is intended to be used in a larger scale study. As a result, when the researcher was conducting pilot study there were some modified spelling errors, the repeated questions, ambiguous and unrelated questions were omitted. Then the researcher got confidence to conduct the study.

The preparation of such a design facilitates researcher to be as efficient as possible yielding maximal information. In other words, the function of research design is to provide for the collection of relevant evidence with optimum effort, time and expenditure. The investigator has used descriptive research design that enabled him to understand the present existing conditions. Because the researcher explained the situation of the Library factors, opinion, attitude of respondents, materials they used for reading. In a descriptive study the first step is to specify the objectives with sufficient precision to ensure that the data collected are relevant. The researcher used quantitative and qualitative approaches where the quantitative approach was suitable to launch the relationship among variables that provide information while the qualitative approach used to describe and portray data through words. Here data triangulation method was used to study the same phenomenon using more than one paradigm, methods and instruments to increase deep understanding about the data collected. The population of the study were Wale Lube Ifa Boru Secondary school students (from grade 9-12), English Language teachers and librarians. In

In this school there are 800 students that were assigned into 16 sections. 325 are females and 475 males. Teachers have been considered for this research. In this school, there are 5 English Language teachers (4 male and 1 female) and 2 librarians

The researcher has selected representative from the targeted population in the school from the students, from teachers and school librarians. For students simple random sampling technique was used to give equal chance without bias during the sampling. This type of probability sampling technique helps to save time and resources for researcher.

It is a trustworthy method of obtaining information where every simple member of a population was chosen randomly merely by chance and each individual has the same probability of being chosen to be a part of a sample. In this school there are 800 students that were assigned into sixteen sections in each section fifty students. From each section, the researcher has selected eleven students by simple random sampling. Among these total number of 176 students (97 male and 79 female) have been taken by using simple random sampling techniques. For teachers, the researcher used purposive sampling techniques to gather information from five English Language teachers out of the total fifty number of the school teachers. Because these English Language teachers give deep information about reading habit in English Language from their work experience. There are only two librarians and the researcher has taken both of them for interview, using comprehensive sampling technique. Similarly, twenty students have been selected for focused group discussion by using simple random sampling technique in-group of five.

3.3. Instruments of Data Collection

The researcher gathered relevant data, which can be reliable and valid for this study. For this, there were useful instruments that helped the researcher. The researcher has prepared interview questions, questionnaires, and focused group discussion. The researcher used interview for English Language teachers and questionnaire for selected students. Also for librarians, the researchers used interview questions to get information about the library. The instruments were used to collect adequate data from the participants for the study respectively.

Asking question is an obvious method of collecting both quantitative and qualitative information from the people. The researcher has selected this instrument to collect the data from large number of respondents in short period of time easily. Both close-ended and open-ended questionnaires

have been prepared in English Language and translated into Afan Oromo. Because mother tongue was selected to give option for respondents in order to get convenient data. For this the researcher has prepared twenty three closed questions and five open ended questions totally thirty questions were prepared. After that the prepared questionnaires were distributed for 176 students.

A focused group discussion was involved to gather data from similar background groups or experiences together to discuss a specific interest. The researcher has invited twenty students on focused group discussion and grouped them in five groups for deep discussion. It is a form of qualitative research where questions were asked about their perceptions, belief and ideas. This data instrument helped the researcher to obtain more details about factors that affect their reading habit to read the materials written in English language. The researcher has selected the students randomly from all grades and made them to discuss about factors affecting reading habit in English Language. These group members were representative of a larger population and these reactions could be expected to reflect the views of that larger population. The focused group discussion lasted for sixty minutes and includes too many questions regarding what kind of factors affecting reading habits of Wale Lube IfaBoru secondary school students. During this, the researcher has encouraged and appreciated these participants. The students have written their ideas on sheet paper provided for them. The focused group discussion constitutes a research method that the researcher has organized for collecting qualitative data through interactive and directed discussion as general. Then the researcher has arranged their ideas and gave good analyses on what the students have discussed while they involved in discussion.

The researcher has used semi-structured interview to gather data face to face from interviewees. For this EFL teachers were purposeful and gave their perception about reading habit in English Language. The researcher has prepared eight useful questions in English Language and interviewed five English Language teachers. Similarly, the researcher also prepared ten interview questions in English and translated to Afan Oromo for more understanding for two librarians on schedule.

A pilot study can be defined as a small study to test research protocols, data collection instruments, sample recruitment strategies, and other research techniques in preparation for a larger study. The researcher has conducted pilot study before he conducted the main study. The

pilot study was applied to a few students to check all questions as it works for the case. The researcher wanted to check the validity and reliability of instruments used to collect data. However, these respondents were not permitted to take part in the main study during collection of the data. The purpose of conducting a pilot study was to examine the feasibility of an approach that is intended to be used in a larger scale study. As a result when the researcher was conducting pilot study there were some modified spelling errors, the repeated questions, ambiguous and unrelated questions were omitted. Then the researcher got confidence to conduct the study.

3.4. Ethical Consideration

The research ethical refers to the type of contract that researcher enters into with his research respondents. Ethical considerations play great role in all studies and the researcher will follow ethical consideration to materialize the study. Ethical issues also, about how you treat them, people should be treated with respect that has many implications for how exactly you deal with them before, during and after the research. There are two aspects of ethical issues in research. The first is that an individual values of the researcher relating to honestly and frankness. The second is that the researcher treats of others people involved in the research, relating to informed, consent, confidentiality, anonymity and courtesy. (Nicholas Williaman,2011).This means the researcher has respected and kept the dignity of respondents.

Regarding to the above idea, the researcher saved his own study from plagiarism even he should acknowledge when he used in the study for references. Voluntary participation of respondents was encouraged. Responding to the interviews and filling of questionnaires requires significant time, energy and its participation may disturb the respondents' activity. For this reason, the researcher has explained the objectives and significance of the study to the respondents and allow them to exercise their right to voluntary participation. On the other hand, the researcher has avoided any psychological harm and biased idea in the question as well as an interview. So, they were assured that the information they provided kept confidentially. To ensure this, the researcher has removed information that gives identification of names of respondents.

CHAPTER IV: DISCUSSION OF RESULTS

The main objective of this chapter was to present, explain, interpret and describe the results obtained from the collected data through Liked scale, through interview from EFL teachers, librarians and through FGD to seek answer for the basic research questions that were raised in the first chapter. As it was mentioned earlier in chapter three, all 176 respondent students who were selected from all grades (9-12) in Wale Lube IfaBorusecondary school by using simple random sampling to fill the questionnaire. The distributed questionnaires were collected; then the researcher tallied, tabulated and analyzed critically. Lastly, the results and recommendation were clearly justified.

Correspondingly, twenty students have been involved in focus group discussion and they put down their views on factors affecting their reading habit in English Language. In addition to this, five English Language teachers and two school librarians have responded to the interview questions based on the actual circumstances existing in their school. The librarians were interviewed about factors exist in library that affect reading habit of teachers and students.

Therefore, this study was aimed to answer what kind of factors affected reading habit of teachers and students in English Language as Wale Lube IfaBoru Secondary school. To materialize this study, the researcher has organized the participants of the study into three groups: Students, EFL teachers and school librarians for more information on the faced problem. To reach on solution the researcher has prepared 28 questions (23 closed-ended and 5 open-ended) and distributed for 176(97 males and79 females) as they were selected by simple random sampling technique. On the other hand,8 interview questions were administrated for five English Language teachers. Similarly, ten interview questions were prepared for school librarians to get information what kind of problems faced readers (teachers and students) at library level regarding reading materials and other related factors that challenge readers. The focus group discussion was also employed in order to get further information from students problems affected their reading habit in English Language.

Table :1Profile of English Language Teachers Information at Wale Lube IfaBoru Secondary School

Variables	Category	Total Number
Gender	Male	4
	Female	1
	Total	5
Professional Qualification	BA in English Language	2
	MA in TEFL	3
	Total	5
Teaching Experience	0-5	
	6-10	2
	11-15	-
	16-20 above	2
	21 and above	1
	Total	5
Age in Years	20-25	-
	26-30	-
	31-35	1
	36-40	2
	41 and above	2
	Total	5

4.1. Result and Interpretation of Data Collected from Teachers ‘Interview Questions

The researcher has designed 8 interview questions for only English Language teachers about factors affected reading habit in English Language in their school. The researcher used them to make discussion with all five teachers who were selected by purposive sampling technique in order to get more reliable and relevant data from their perception about this study. See the detail of this interview questions (Appendix A)

4.1.1. Teachers' Responses on Problems that Affect Reading Habit in English Language

From the responses of interviewed teachers, the researcher investigated some factors that hindered reading habit in English Language. According to these teachers' ideas poor reading habits in English Language could be emerged from lack of reading materials written in English Language like fictions, short plays, magazines, lack of functional library with reading materials, lack of scheduled time for reading.

Based on the above discussions, Teacher (A) reflected that there was unavailability of reading materials made impact on readers. He explained the reason why always he was limited to short note and textbook in below response.

...there are several factors to have good reading habit in this school. Among these, lack of reading materials written in English Language like fiction, Newspapers, short story and other books problems, Lack of background experience and environment doesn't inspires to read regularly, Pressure of mother tongue or materials written in native language undermine reading habits in foreign language and influence of area we live not motivated to read rather spend time on other hobbies...(TA).

Based on the teacher's response from the above Script, the researcher interpreted that English language teachers were limited from good reading habit in English Language because of different factors. According to this teacher's view materials written in mother tongue diverted him/her from reading in English. This respondent reads only to teach his students when they want to enter the class and he focused on subject matter. There were no many reading materials written in English Language. As a result, English Language teachers couldn't flourish their reading habit and they couldn't motivate their students on reading.

Likewise teacher "B" also portrayed what type of materials they used for reading. The researcher tried to quote what the respondent teacher explained.

...Most of the time I read student textbooks, references, notes and uploaded information from internets in native languages. Occasionally I read different news, notice and some instruction from different website sources. I do not read other printed materials continuously due to

scarcity of time at home and lack of materials. In my homethere are only textbook and I want to have other books in future...(TB).

As it was shown in above script during the interview, some EFL teachers read only academic textbooks for teaching and support their students. They like to read materials written in their first language. This shows that mother tongue has influenced on foreign language to develop habitual reading habit in English Language. Because of this, English Language teachers did not pay attention on reading materials written in this language.

According to scholar called Jonson,O. (2008) purported that we are faced with domination of oral communication in local language than reading books. This also hindered development of positive reading habits in foreign language. So the idea of this man supports what explained in the above script.

Another interviewee teacher 'C' also gave views about poor reading habit in English Language as the followings.

...in Wale Lube IfaBoru Secondary School there is lack of reading material such as books, literature like fiction and nonfiction written in English Language. Even if the teachers go there, there is no suitable space for teachers in the school to read. Particularly the library is overcrowded when the students come near to exam. The librarians borrow only reference books and student textbook for purpose of teaching and learning. There are some fictions written in Ethiopian Languages. But they are not volunteers to give for readers. Because the books were very old and they were torn. In other way the library was not attractive to go there and read in it. Its wall was posted with old color, no suitable chairs and tables... (TC).

Again, from above idea the school library was not filled with reading materials that support reading habits in English Language. Without reading materials, suitable chair, table and new books the library could not give full function as readers flourish their reading habit. As above quoted ideas students go to library only when the exam come near to them and this shows low reading habit in this school. So both teachers and students could not develop reading habit due to several problems that exist around the library.

Interviewee teacher (D) gave her view about usage of technology beside to reading habit as below.

...any technology has merit and demerit depending on our usage. Unless we take care of about usage of technology particularly on media such as TV, social media, internet they can discourage our reading habit. Most of the time, I watch several films from media instead of reading at free time as my hobby. In addition, I use social media and internet without any limitation. I think these can consume time for reading and it can be cause for low reading habit. From my experience majority of the students touch their mobile phone in class as addiction while they were given class work. This shows today's generation oriented with technology but in some way we use wrongly...(TD).

According to this teacher's view, technology has advantage and disadvantage. If people use in correct way it develops skills, it widens one's thinking ability and allows them to communicate easily with any one at everywhere. Most of her students use mobile phone while she gave them some exercise work. On the other hand, she pass took her free time to watch different films, social media when she sits alone and she believed that these actives take time of reading.

Depending on the above idea, most of the teachers have explained deeply their views in interview. There were some factors, which affected their reading in this area. Lack of good library filled with reading materials, inability to use time effectively, peer-pressure, plays and some hobbies made reading under grow habits problematic. Since there were no supplementary English books like fictions, poem, newspapers or other reading materials written in English Language, the teachers cannot give different reading tasks for their students.

In general, during the interview, EFL teachers explained their ideas that always they did not give reading based tasks continuously for their students. The great reason they raised were low interest of students and unavailability of supplementary books written in English Language that go with students' level and interest. Language problems also became hindrance to students to take instruction from their teachers to read other materials from different sources. Also most of the time teachers rushed to cover content of the book rather than encouraging students to read some books by bringing to the class. Both teachers and students focused on textbook for exams

purpose. Due to these, they did not pay attention to flourish their reading habit in English Language.

4.2. Result and Interpretation of Data Collected from Students' Responses

Reading every written material in English Language helps reader to develop their reading habit in this language. According to Victor F.(2011),reading habit is important to understand, to learn and to enjoy all kinds of intellectual views. Because it is difficult to have a full life without reading habits, reading can be a professional duty as in the reading of technical materials for work. On the other hand, reading can be a leisure activity. Reading enables the learner to cope with new knowledge in a changing world to technological age. Ahmed (2000) asserts that reading plays a key role in the discovery of other technologies. It is the foundation upon which other academic activities are built because it gives an in depth knowledge of various subjects and issues of life. Reading enhances individual's knowledge base, sharpens intellect and dispels misconceptions. Reading provides students with education and equips the reader with something to do after graduation. Lawal (2003), describes it as a major key to progress in learning. Not only these, reading enables learners to perform better in standardized examination and get higher grades in all their subjects.

Table 2.Students’ response toward factors related to reading materials

No	Item	Respondents’ Response									
		Scale Rates									
		SA=5		A=4		NS=3		D=2		SD=1	
		No	%	No	%	No	%	No	%	No	%
1	Reading every materials develops reading habits	77	43.75	67	38.1	20	11.4	12	6.8	-	-
2	I like to read things written/posted in first language than foreign language	86	48.86	35	20	11	6.25	23	13.1	21	11.9
3	There are no more reading materials written in English at home and this made me to have low reading habit in English Language.	79	45	67	38.1	20	11.4	10	5.7	-	-
4	Low habit of buying reading materials also affected my reading habits in English.	29	16.47	83	47.15	6	3.40	24	13.63	34	19.3
5	Always using good reading materials written in English enhances reading habits	79	45	67	38.1	20	11.4	10	5.68	-	-
6	Rare instructions of reading to students’ textbook affected my reading habit in English Language.	49	27.84	65	36.93	6	3.4	41	23.29	15	8.52
7	I have great interest to read materials written in English Language	62	35.22	70	39.77	10	5.68	21	11.93	13	7
8	Reading Only note and textbook for exam affected my reading habit in English Language	82	46	73	41.47	-	-	18	10.22	3	1.7

Key: Strongly Agree(SA=5),Agree(A=4),Not sure(SA=3),Disagree(D=2),Strongly Disagree(SD=1)

As Table1, shows majority of the students that account 77 (43.75%) strongly agreed with idea of item (1) and 67 (38.1)responded as they agreed while 20 (11.4%) of them replied not sure about the question and 12 (6.8%) disagreed of the idea.

From this data, the researcher deduced that around 144 (82%) of students need to read materials written in English Language. But they couldn't get these materials from their library and they couldn't buy due to different factors. This was what they raised in their focus group discussion. Likewise both librarians in their interview reflected that students wanted to read but they couldn't get more reading materials written in English Language and this factor discouraged reading habits of the students. Addition to this, the result from the students focus group discussion also indicated that majority of students were interested in reading materials written in English Language. However, lack of books in library affected their reading habit. Not only this, the language problem was another problem that they raised as their basic issue when the researcher invited them.

As the data in above Table1 revealed, majority of students 86 (48.86%) reacted to item 2 they strongly agreed towards lack of their English Language skills. Because they have responded that they preferred to read material written in first language than foreign language. Similarly,35 (20%) of students responded that they also agreed with this issue.11 (6.25) students were not sure about the case while 23 (13.1) of students disagreed with the idea and 21 (11.93%) respondents strongly disagreed with item number 2.

Again as we could see from Table:1 item 3,majority of students 79 (45%) strongly agreed with the question idea there were no reading materials written in English Language at home, and 67 (38.1%) respondents agreed with the idea while 20 (11.37%) students were not sure about this but 10 (5.7%) respondents disagreed with the idea. From this the researcher inferred that unavailability of reading materials at library and at home strongly affected reading habit in English Language. Without excess reading material it was unthinkable to develop good reading habit in English Language.

In Table:1 item 4, 29 (16.47%) students strongly agreed that they haven't ever bought reading materials written in English Language. In the same way, 83 (47.15%) students also agreed that,

they haven't ever bought reading materials written in English Language regularly. On contrarily to this some respondents 24 (13.63%) disagreed with the idea raised on item number 4.

From this data, we understood that, majority of the students had no culture of buying books due to several cases. When we come to item number 5 in Table:1, 79 (45%) of students responded strongly agree with idea while 67 (38.1%) of them answered agree with the issue. Yet 20 (11.36%) respondents answered they were not sure. Contrarily 10 (5.68%) students disagreed with the idea. From this the researcher understood that these students need materials written in English and go to with their levels. They have interest to read in the language. But due to the above factors they couldn't get sustain reading habit.

On the other hand, item (6) on question asked to rarely reading based instruction given from the students' textbook also played its own role as data shown in the table. The students accounted to 49 (27.84%) strongly agreed and 65 (36.93) students agreed with the above questions. But 6 (3.4%) students were not sure about this. Contrary to these 41 (23.29%) students disagreed to the question. Some students accounted to 15 (8.52%) also strongly disagreed with the idea.

From this the researcher deduced that the materials they use in the class has rarely reading instruction and this also made them as they have under developed reading habit in English language. The English Language interview answers also support the students' idea. Unless there were no more reading instructions from students text and from teachers, the students do not focus to reading other materials like fictions, newspapers, magazines and other sources used in English Language. The reason the EFL raised while they have been interviewed was problem of materials that use as supplementary in their school. But it is useful if the teachers search a few materials written in English and invite the students, they can be inspired for reading in the language.

When we come to the item:7, the students accounted to 62 (35.22%) and 70 (39.77%) strongly agreed as well as agreed with the idea. But, 10 (5.68%) students not sure about the question. Students estimated to 21 (11.93%) and 13 (7%) disagreed and strongly disagreed with the question on item 7.

Depending on this data the researcher understood that majority students have interest to read materials written in English Language although they preferred to read material written in first language. This shows that the students have interest but they enforced to read in their mother tongue due to language problem. The material they use can be beyond their capacity to understand in English. At this time they shift to material written in first language.

During focus group discussion, many students spoke repeat as they have language problem and they preferred to read in first language. So, interest is not only enough but they have try to read in English rather than prefer the first language written materials.

On question item 8, the students accounted to 82 (46%) and 73 (41.47%) strongly agreed as well as agreed with the ideas. In contrast to these, 18 (10.22%) and 3 (1.7%) students selected disagreed and strongly disagreed. Again, from these the researcher inferred that most of students read their note and textbook only the purpose of exam. This also weakens their reading habit and made them readers only for sake of passing exam. From this the researcher understood that there was low reading habit and the students read only when they come near to exam or test. If they do not read different books or different written material continuously, their reading habit in English was hurt and if they read only for exam; their reading habit evaporated in short period. In short the data in table:1 shows us majority of the students read their short note for only exam, they couldn't access to materials written in English language like literature that go with their level.

In short, from table:1 regarding to factors related to reading materials the data reflected that some causes for low reading habit in English language. According to data in above table, majority of the students know the value having good reading habit in English language. However, a lot of them biased to read materials written in first language than foreign (English) Language. From this, the researcher inferred some causes that many students have language problems and they could not access to materials written in English Language. According to the data in above table, most of the students did not have reading materials of English at home and they have low buying habit such materials. As a result they couldn't be exposed to reading of English Language written materials. Therefore, they focused only on their note, textbooks and they biased to read materials written in the first language.

Table :3Students’ response toward factors related to school Library

No	Item	Respondents’ Response									
		Scale Rates									
		SA=5		A=4		NS=3		D=3		SD=1	
		No	%	No	%	No	%	No	%	No	%
9	In our library there is lack of reading materials like books, news paper and magazines	98	55.68	67	38.06	-	-	6	3.40	5	2.8
10	It is not suitable to read around our library because there is disturbance of sound.	36	20.45	30	17	41	23.29	28	15.9	41	23.29
11	Librarians do not treat me in good manner because of this there is no interest to read	19	10.79	24	13.63	20	11.36	76	43.18	37	21
12	There is no chance to borrow reading materials from the school Library	132	75	32	18.2	-	-	12	6.8	-	-
13	There is no reading club works with library in my school so my reading habit in English was hurt	62	35.22	56	31.81	11	6.25	25	14.20	22	12.5
14	Great distance from school library hindered my reading habit	47	26.7	29	16.47	32	18.18	45	25.56	23	13.06

Key: Strongly Agree(SA=5),Agree(A=4),Not sure(SA=3),Disagree(D=2),Strongly Disagree(SD=1)

Referring to the data in Table:2 majority of the students that become 98 (55.67%) responded to item:9 as they strongly agreed that lack of good library with reading materials affected their reading habits and 67 (38.06%) replied as they agreed on this item. However, 6 (3.40%) and 5 (2.8%) disagreed and strongly disagreed with question item: 9 one after the other. Based on the

students' responses, the school library was not filled with needed reading materials that promotes and helps students to develop their reading habits regularly. Much perception of interviewee teachers supported this answer, as they could not get the needed materials support students reading habit by giving several reading based works. From this the researcher could get hint that unavailability of reading materials in their school library hindered and challenged both teachers and students, as they could not promote their reading habit in the language. It is unquestionable an accessibility of reading material written in English language can encourage readers' interest. But at Wale Lube IfaBorusecondary school, lack of reading materials that support teachers' and students reading habit was headache for both teachers and students. This caused, as they were limited to exercise book and textbook. However, good reading habit in English Language was not obtained only by this means.

When we come to item:10, 36 (20.45%) students agreed that there was disturbance around the library they read in even if they went to there. Similarly, 30(17%) students agreed that there was no suitable library to read. However, the students accounted to 28(15.9%) and 41(23.29%)students disagreed and strongly disagreed with the idea of item number 10. According to these data, for many students reading environment did not attract them to read due to sounds. But half of the students opposed the response of these students. For these students, the sound around the library was not so difficult. Their great problem that made far away from the library can be unavailability of reading materials as earlier explained in majority response of the student.

Regarding the data in Table:2 item:11,19 (10.7%) as well as 24 (13.6%) students responded strongly agree and some of them agree respectively toward item number 11 which says librarians do not treat them in equal way. Regarding this, a few students also raised as problems during their focus group discussion. However, 20(11.36%) students were not sure and 76 (43.18%) students also strongly disagreed with item 11 and 37 (21%) students strongly disagreed to the item. From this, the researcher deduced that for some students there was unfair service between students by librarians. However, 76 (43.1%) and 37 (21%) respondents disagreed as well as strongly disagreed with the idea on item 11. That means there was no discrimination through librarians when they went to library. On the other hand, 132 (75%) students strongly agreed they did not get reading materials to borrow. Similarly, 32 (18.2%) respondents agreed with item

number: 12. But 12 (6.7%) students disagreed with the issue. From this the researcher understood that, the students couldn't obtain reading materials from the library. As it was said earlier, the librarians did not borrow books. During the interview, the librarians explained that there were a few books. If they borrow for both teachers and students, they did not give back on time. As a result they did not give for anyone these very small in number books in the library.

Regarding item number 13, the respondents around 62 (35.22%) strongly agreed and 56 (31.82%) agreed lack of reading club in the school undermined their reading habit. However, 11(6.25%) students were not sure about the case. Oppositely 25(14.20%) and 22(12.5%) disagreed in the same way strongly disagreed on the question. From all above the researcher have understood those students could not get one another to encourage their reading habit in the school. During the interview, this was what the EFL teachers raised it.

In other way on item:14, 47 (26.7%) and 29 (16.47%) students strongly agreed and agreed respectively. About 32 (18.18%) students were not sure. In other way 45 (25.56%) and 23 (13.06%) respectively disagreed and strongly disagreed with item number 14. This item showed that the distance from their school library enforced them to stay away from it and this could cause to low reading

Table:4Students’ response to factors related toward Personal

No	Items	Respondents’ Response									
		Scale Rates									
		SA=5		A=4		NS=3		D=2		SD=1	
		No	%	No	%	No	%	No	%	No	%
15	Lack of language skills affected reading habits and this made me to have poor reading habits	88	50	73	41.47	-	-	15	8.52	-	-
16	Since I spend all my time on work, my reading habit was hurt.	68	36.36	44	25	14	7.95	35	7.38	15	8.52
17	Reading habits helps my future careers because of this it is very important to read	38	21.6	35	20	19	10.79	46	26.1	38	21.6
18	I use my time effectively for reading every day	38	21.59	35	20	-	-	64	36.4	39	22
19	Much of my time is spent on watching film and this affected my reading habit	93	53	9	5	-	-	74	42	-	-
20	Another hobbies affected my reading habits because I spent all my time on them	78	44.31	73	41	10	5.68	15	8.52	-	-
21	Social media affected my reading habit due to I use in planned way.	41	75	18	10	40	22.7	26	15	51	28.4
22	Lack of motivations from EFL teachers affected my reading habit in English Language	52	29.54	78	44.31	12	6.81	7	3.97	27	15.3
23	My first Language made impacts on me to read in English Language	57	32.38	53	30.11	19	10.8	18	10.2	29	16.5

Key: Strongly Agree(SA=5),Agree(A=4),Not sure(SA=3),Disagree(D=2),Strongly Disagree(SD=1)

When we come to Table: 3, item:15, 88 (50%) of students strongly agreed as their lack of language skills affected their reading habits in English Language. Adding to these,73 (41.47%) of students also agreed that lack of good language skills affected their reading habits in English Language. Yet 15 (8.52%) of respondents disagreed with the question item: 15 in Table:3.From this, majority of the students' reading habit hindered due to lack of language factors. During the researcher conducted focus group discussion with them, a lot of the students repeatedly told him about language problems to read anything written in English Language.

In Table:3,On item:16,68 (36.36%) students strongly agreed that they spent their own time on work at home or in the field. Similarly, 44 (25%) respondents agreed with the idea raised on item:16 they did not give time for reading instead they spent their time different works. But 14 (7.95%) were not sure.35 (7.38%) and 15 (8.25%) students disagreed and strongly disagreed one after another in the table.According to these data, a large number of the students around (112) spent their time on work. Therefore, this showed that they couldn't give their time to read books.

From Table:3 on item:17, 38 (21.6%) students strongly agreed that having good reading habit helps in the future careers. Therefore, it was very important to read different books written in English by choosing suitable time and place regularly. In the same way 35 (20%) respondents agreed with idea of item:17;yet 46 (26.13%) students have disagreed and 38 (21.6%) students also strongly disagreed with the issue.But,19 (10.79%) they were not sure about item:17.That means these students didn't pay attention to the reading in English Language; so they were not sure about the case. From all these the researcher has deduced that majority of the students knew benefit of reading habit for their future lives. Many students have good understanding on value of reading for their life. Contrary to them, some students have no good understanding on the value of reading in English. Since they had not understanding of the value of reading, it could be difficult to cultivate good reading habit in English Language.

From Table:3 item number 18 regarding time usage, 38 (21.59%) students strongly agreed and 35 (20%) students also agreed with the idea. Yet, 64 (36.36) respondents disagreed with the idea and 39 (22%) students strongly disagreed with the idea. In other way on item: 19, many students accounted 93 (53.33%) strongly agreed that their time was spent by watching film and media. Similarly, 9 (5%) students agreed that they usually spend their time to watch the film instead of

reading the books. But 74 (42%) students disagreed with the idea. When the researcher analyzed the above data, many students always spend their time on watching film.

On the other hand, 78 (44.31%) respondents strongly agreed that they passed their time on other activities of hobbies. Similarly, 73 (41%) students also agreed they use their free time for other hobbies. When the researcher analyzed item number 21 about usage of social media, 41 (75%) students strongly agreed that they spent much of their time on this. Similarly, 18 (10%) students also agreed that their time was not spent on social media. However, 26 (15%) and 51 (28.40%) respondents disagreed and strongly disagreed one after another with the item number: 21 idea, which means, they did not use social media so this was not caused for their low reading habit in English Language.

Regarding to the data in Table:3, item 22, 52 (29.54%) and 78 (44.31%) students responded they strongly agreed and agreed regarding the question about lack of motivation from their EFL teachers to read other sources written in English ;as a result this made them as they have low reading habit in English Language. From students response we understood that the teachers made weak effort to develop students' reading habit. Because they did not push their students toward to reading materials like fiction and nonfiction in English to flourish their reading habit in students. A very few students accounted to 12 (6.81%) were not aware about this so they were not sure. Although the students accounted to 7 (3.97%) disagreed with this issue. Similarly 27 (15.3%) strongly disagreed on question item 22. EFL teachers should have given attention and reading different books that used with students level and tasks. Because teachers play role of lion in developing reading habit next to the students' parent and their effort.

Based on the results of the analyzed data in table:3 and from focus group discussion made with students, the researcher inferred that as most of students didn't use their time effectively and they didn't devote their free time for reading what written by English Language in hard or in soft copy. Because their time was spent on: watching films, on social media and for several games. Actually now days, social media has both merit and demerit.

When we come to question:23, 57 (32.38%) and 53(30.11%) respondents strongly agreed and agreed respectively. But 19 (10.79%) students were not sure about this case item. The students accounted to 18 (10.22%) and 29 (16.47%) disagreed and strongly disagreed one after another.

Majority of the students reading habit become low due to they were influenced in first language. This means they biased to read materials written in their first language because of language problem in second language. Language problems also played a great role as the students select reading materials. This caused low reading habit of the students in English Language.

4.3. Students' Response on Open-Ended Questions Analysis

Additional to close-ended questions, the respondent students have been asked to response the following five open-ended questions. These five questions were analyzed as follows. The first question dealt with the advantages and disadvantages of technology about reading habits of the students. The technology plays great role in development of reading habits. On the other hand, it affects reading habits if students do not use it effectively. For example, one of the students responded in the following way.

...there are a lot of ways the technology encourages and discourages reading habits. To get written soft copy easily is one advantage of the technology like social media, internet, telegram etc. However, unless the students good in good manner, the technology affects reading habits of the students. Because if we spend all our times for chat, to watch films, games and for other purpose these can affect reading habits... (SA).

From the above script the researcher understood that technology could affect reading habits of the students unless they use their reading time for a purpose of developing their reading and to know new thing through reading. Their time should be devoted for continuous reading and they should be friend of books in English Language. The second Open-ended questionnaire asked the ways of improving reading habits in English Languages.

Similarly one of my interviews responded as the follows.

... reading habits in English Language have several methods. The first one is reading materials written in this language in both hard and soft copy. Our teachers should always give us reading topics and some selected reading books related to the students' textbooks. The school principals and the librarians should work hard to solve scarcity of reading materials, to open the library on time and they should borrow books for the students. An English Language Club must be founded with good reading room for

students and it should work collaboratively with the library. Invite other senior workers who have been learned in this school to support by reading books and computers to develop students' reading habits...(SB).

On this the researcher understood that to encourage students on reading habit particularly as they read regularly in English Language, reading materials like books, fictions, plays, journals and newspapers should be bought for library users. Therefore, teachers, school principals, librarians and other concerned body should work in cooperative to inspire reading habit in environment of the school even they should prepare these students as they develop good attitude toward reading books in foreign language. The researcher also added their script as the following.

...in Wale Lube IfaBoru secondary school there are many problems. There are no reading materials that go with time and with students' levels. The setting is not suitable and the librarians do not open on time. Because, there are only two librarians. So as solution, the school administration should be take a measure by buying different reading materials especially written in English Language. There should be comfortable chairs, tables and clear time table as well as some rules for readers must be posted on wall. The librarians have treated all students equally. Addition to all these, the students read more materials by borrowing, by buying books published in English Language regularly...(SC)

From the above script, the school library must be filled with readable materials to develop readers' habit. Because if there is more reading materials that motivate the students' interest, reading habit in English Language will be flourished in gradual process. The school principals and librarians have work together to materialize their goal.

From student D the researcher has taken the following script and analyze as the follows.

...There is lack of English Language's written materials. A few of academic written books were put in this library. Some of them published in Afan Oromo, Amharic and some books written in English Languages. However, most of these books are out date and some students read because they can understand easily in first language. Because, as

experience I like to read in native language to get message in books...(SD).

When the researcher analyzed he understood that lack of language skills play great role to have good reading habits. Many respondents told to the researcher, most of the time they choose material written in first language. According to the above script selected reading materials based on the first language and foreign language. This also discourages their reading habit in English Language.

4.4. Students Focus Group Discussion

The researcher has invited twenty students to discuss in-group of four on factors affecting reading habits in English Language. The researcher has assigned them into four groups of five members. The invited for focus group discussion used their first language for sake of deep understanding and for more explanation without restricted their ideas due to language impacts. When the researcher conducts this, he has taken consideration of covid-19 and made students to keep their distance and wear facemasks during their focused group discussion. The researcher gave them what they discussed on related to the problem. The students have discussed in their groups as much as possible. The students have discussed deeply about factors affect their reading habit in English Language. During their discussion the researcher has taken note and take recording. The researcher also put from group: A discussion as the following way:

...we have no reading habit in English Language. Because the area we are living now only use mother tongue. Due to this we do not use English Language to for reading non academic materials. The reason is that we can't understand the message as we like. So, most of the time, we read only students textbooks and note for purpose of exam. Most of the time we like to read in Afan Oromo; as a result, mother tongue influences us to read low English Language books. on the other hand, we do not pay more attention to read books like fictions, poems, magazines because we spend our free time on play, helping family and We read only when we approach to exam to score good grades. ...(GA).

The above idea shows that lack of more materials written in English Language, Problem of English Language skills, several unplanned games and influence of the area these students live in affected reading habits. Mother tongues also made pressure on reading habit of the students to have habit for reading habit in this language. Unless there is no good language, proficiency it is unthinkable to read in foreign language. Many students concentrated and limited on notebooks and other prescribed literacy texts of class.

Group B :Also explained their ideas and one student read for researcher on what they agreed as script in the following:

...we do not have reading habit in English Language. Because there is lack of reading materials written English Language to borrow to buy at area we are living. Another problem is that I have poor out looking on benefit of reading in English language. Not only is this the language very difficult for us to read in. So, we select the written materials written in native languages because we understand the message in textbooks easily. On the other hand, lack of technology usage affects our reading habits. At our free time we play games and we spend in unplanned ways most of the time our Language teachers do not give us more reading tasks by taking reading habit in consideration. Always they encourage only studying for exam. Therefore need reading club from teachers and all students have involved in the English books reading club...(GB).

To have good reading habit in English, it is very important to have good language skills, vocabulary power and grammar structures to understand a message. Lack of access to technology even if they access to it the students devotes their time for watching film, playing games and they chat. These kill their reading time and them absent without reading few lines. As an experience at Wale Lube IfaBoru secondary school, the students read only to pass exam. According to their view teachers do not give reading tasks in English languages for students in order to develop their reading habits purposely.

Group C :Discussion Quoted also in this way on the factors affecting their reading habits in English Language:

...There is poor reading habit in English Language because of poor vocabulary power in this language, scarcity of reading materials written in English. Starting from lower grades, we were learning by first language languages and always we biased to mother tongue language published materials. This affected our foreign language skills. As a result of the above our reading habit in English has been weaken. Additions to these, the society we are living together do not encourage reading materials regularly. This exposed us for poor reading habits... (GC).

The above quoted ideas indicated that the students have some impacts to develop their reading habit in English Language due to environment impact. Among these factors lack of good language skills, lack of materials written in English language, influence of mother tongue and lack of motivation given from society. Because the environment they live in affect their reading directly or in directly. According to Kennedy,A.M. (2010) Students' reading habit issharpen by their home-environment. The results in above data in table corresponded with this scholar's idea.

Group D: Discussion also put in the way on the factors affecting their reading habits in English Language

...To read in English Language it is more difficult for us because of foreign Language. We have great interest to read different fictions, newspapers, magazines. Although we have interest to read these materials in English language, we have been in fear to read in foreign language. There is weak cooperation on reading the materials written in English Language...(GD).

This group also discussed deeply regarding language problems led low reading habits. They have interest but their poor language hindered their reading habits. They did not culture of reading in cooperative.

Group E: The researcher has put group 'E's discussion script; also in this way on the factors affecting their reading habits in English Language.

...there are no enough reading materials written in English Language in our environment, no stationary to buy and we cannot get from library. Another factors affected our reading habit is that we have not been given reading assignment or work in English. We use our free time for games, for helping family...(GE).

This idea shows the researcher lack of reading materials, lack of stationary to buy, lack of reading tasks given by teachers affected reading habit. Some of them help their family at their free time. According to their ideas, their teachers do not give more reading tasks to develop their reading habits and their English language skills.

4.5. Librarians Interview and analysis

The library is seen as the nerve centre of all educational institutions and crucial factors in the educational development and to initiate good reading habit. The library is an institution responsible for the collection of different reading materials and storage of recorded knowledge for reading study and consultation. The library is used as engine for good reading habits of people. However, if the library is not filled with all reading and time oriented materials, it can't capture and agitates interest of readers. Shortage of reading materials can lead low reading habit. Because of this students do not have varies of books to select from reading library and this hinders them from engaging in intensive and extensive reading Walliel,E(2009).The researcher used librarians as source of data about reading habits of both teachers and students. Because, when we talk about reading habit the first thing come to our mind are reading materials and library.

Reading is important to everybody so as to be able to cope with new knowledge in this changing world and this can be done with the aid of a school library resources, students grow with a wealth of knowledge academically, socially and emotionally and this makes them become confident in themselves and they become useful to the society they belong. The overall objective of the school library project is to improve the reading habits of our pupils and make reading

more pleasurable. This forms the basis of a lifelong project of using reading to acquire knowledge(Adediran,2003).

The researcher has interviewed the librarians of Wale Lube IfaBoru Secondary School what kind of problems that affect reading habits. Both of the librarians have given their ideas as the following:

Librarian A: has given his view while the researcher interviewed him as follows.

...in school library there are no ample reading materials for students for teachers. They asked us materials like fictions, magazine, newspapers and new reference books. Not only these, there are no suitable chairs, tables and any computer in this library. Because of these many students and teachers, do not come here to read and to borrow reading materials. However, some students come to read reference books and students text turn buy turn in a hour a reference books. To open the library all days we were asking one additional Librarian...(L A).

From above idea the researcher has analyzed that there were some factored that affect reading habit of both teachers and students. In this school library a lot of problems and all these they affect reading habits.

Librarian B: Also gave his response as follows.

...there are some materials written in English that is used as references. When we borrow for users they do not turn on time. Because of this we do not want to borrow these rare books. They use here turn by turn. There is no any fiction written in English Language. The newspapers and magazines are also few in this library. So, the school administration and other stake holders should buy new references, fictions written in all spoken languages in this school. On the other hand we need other new librarians to good service for our customers...(LB).

Again from the above idea, the researcher understood that these problems affected reading habit of both teachers and students. Because if there are no reading materials in library, the readers do not have interest to read there.

Librarian A:Again added his ideas in the following script.

...Some students do not keep the school rule. They do not come to library buy wearing allowed clothes and shoes for them. The existing materials are taken by a few readers and they do not turn in program. At library most of the time male students are more comers than female students. We can see female students occasionally. Some students do not put the books in correct place... (LA).

From this interview, the researcher has analyzed some disturbances may affect reading habit of students. According to the Liberians response, female students were fewer at library. Some library users did not turn the materials they took and they did not put in appropriate place.

Librarian:B also added his ideas as follows.

...Some students ask us to lend text book and references. They focus only on students' text for purpose of exam. Occasionally the teachers borrow only reference books and other teachers ask fictions written in local languages and some teachers search material written in English language. As I said earlier, there are few fictions and difficult to borrow for readers... (LB)

According to the above ideas, lack of materials played great role in affecting reading habits of teachers and students. Generally, in Wale Lube IfaBoru secondary school there was a library which is very crowded for readers. In Wale Lube IfaBorusecondary school, reading promotion activities such as reading club and literary or debate should be mounted in this school. During group discussion most of the students have showed their interest to have good reading habit in English Language. But they have been challenged by lack of language and scarcity of materials published in English caused low reading habit for them. As librarians gave their responses in the Oral interview, there were many problems in this library. Firstly, the library was very small and crowded for readers. This has its own impact for readers and it led to low reading in school environment. Secondly there were no enough materials like fiction, poem, newspapers, books and other materials written in English Language for these readers.

On the other hand, teachers had no space to read in library. Due to this problem, they borrowed some materials and they did not return on time for other readers. Most of the readers they used

materials written in Afan Oromo or Amharic. As librarians response on interview, this came from two reasons. The first one is most of the readers prefer books written in first language. Another was also they couldn't get these books written in English as their interest and as their levels as there were few materials written in English language in their school library. Most of the time in Wale Lube IfaBoru Secondary school, the readers got only materials written in Afan Oromo and Amharic. As librarians told to the researchers there were two librarians and they did not work all seven days in the week. From these the researcher understood that these factors affect reading habits of readers around library. Because the library was one area where the readers develop their reading habits and use English language materials as secondary school students and teachers.

CHAPTER V: CONCLUSION AND RECOMMENDATIONS

This chapter dealt with summary and recommendations regarding study on Exploring factors affecting reading habits of teachers and students of Wale Lube IfaBoru Secondary School. In this section, first the summary of the study with the findings were made. Second, some possible recommendations are forwarded on the basis of the findings of the research.

5.1 Conclusion

This section presents the main highlights of the whole study relevant to objectives, the methodology and findings of the study. As it has been mentioned earlier in part of this thesis, the study focused on factors affect reading habit of teachers and students at Wale Lube IfaBoru secondary school. The specific objectives of this study were: to examine library related factors that affect reading habit in English Language, to find out personal factors and assessing the kind of materials used by EFL teachers and students. In addition, some related literature works, strategies of developing reading habit in English Language, how teachers and students involved in reading of materials written in English Language in order to strengthen their reading habit deeply explained in this study. In order to materialize this study, the researcher analyzed, interpreted and result was portrayed in analysis of chapter fourth.

The researcher used different tools to gather the data from students, from teachers and from the school librarians. The focused group discussion was primarily employed to collect data about the problem from selected participants. The questionnaires were also used as one tool that was administrated for selected students. Then EFL teachers and librarians were interviewed. The participants of the study were 176 students(97 male and 79 female) students who were selected by simple random sampling technique from total population of 800 students of the school while 5 English Language teachers were purposely selected because they were decisive for the needed information. It was expected that those teachers could gave more valuable information for the faced problem. As they were nearer to their students, activities in English Language played a great role around this. After the data(information) were collected the researcher analyzed all of them to reach on the finale findings of the study. To answer the research questions, both qualitative and quantitative approaches of the study analysis were designed in which the some instruments were employed. The collected data was represented in table form with Likert scale

by using frequency and percentage quantitatively and interpreted in qualitatively with some justification.

The focus group discussion and the interview information were also explained deeply about causes of the faced problem. Lastly, based on the findings obtained the conclusion and recommendation were forwarded. Major findings of this study were summarized based on the research questions as follows.

Having good reading habit in English Language not only improves language proficiency; but also it widens our thinking ability and feeds us new information from written materials or from posted writing. We are in information age as information is also power to go forward with this world. Reading habit also enhances (builds) an individual self-confidence, moral development that initiates smooth relations in the society we live in. With good reading habit, everyone would inevitably attain success in his/her academics.

However, the finding of my study indicated that majority of English Language teachers and students had not access to reading materials written in English at this school library. The data showed that both teachers and students were limited to notes only for the purpose of teaching and learning in the class. According to their response, materials in the library were rare. During the interview with teachers and librarian, they have told him about this problem. This discouraged their reading habit in English Language.

On the other hand, the result of the study revealed that the students' English Language problems contributed its own challenges for low reading habits. Many of students have raised deeply about the problem while they involved in focus group discussion. According to their view lack of reading books in English, lack of language proficiency, lack of motivation, their first languages hindered their reading habit. Most of the time, they read notes and materials written in mother tongue during focus group. Teachers always did not give them reading oriented task in English due to rarely instructions from the students' textbooks and lack of materials in their library. Beside their textbook they didn't have access to other materials. As said earlier this was caused by unavailability of books in library in English language that go with their level. Both teachers and students also raised that absence of reading club undermined their interest to read other

materials. As a result, they have been bounded to note, textbook and occasionally they read books written in their local language.

5.2. Findings

Based on findings of the study the following conclusions were drawn. The researcher has analyzed and interpreted all data collected through focus group discussion, through interview and through questionnaire. The results from closed and open-ended questions as well as the percentage that showed students response in the tables of Liker scale have been concluded in the following ways about factors that affected reading habit of teachers and students in English Language.

- ❖ Majority of the students did not have access to reading materials in their school library due to lack of materials written in English that used for teachers and students. On item:9, most of the students around 165 (93.75%) responded that their reading habit in English language was affected due to unavailability of materials in their school library. In the same way, EFL teachers also raised this problem during the researcher hold meeting with them. No more English language written books.
- ❖ On item:15,most of the students (161 (91.47%)) had language problems and this caused for low reading habit in English Language for the students. This was what EFL teachers proved while they have participated on interview. As a result item:23 showed that 110(63.63%) a great number of the students prefer mother tongue written materials to foreign language written materials due to the language factor.
- ❖ In other way on item:16 many students (112 (63.63%)) spent their time on work and this also discouraged their reading habit. Not only the students, the teachers also spent their time on their works and they spent the time on different actives out of their regular work program.They had no time for reading non-academic materials written in English Language.
- ❖ Similarly item:13,majority of the students (118 (67.04%)) believed that their reading habit in English Language was discouraged due to unavailability of reading club that should had worked on reading with collaboration of the school library.
- ❖ Again from item:6 the data,114 (64.77%) students have never been given reading oriented task from their teachers due to rare instruction of reading tasks for students from

students' textbook. This also made them as they had poor reading habit in English Language.

5.3. Recommendations

For these research problems, the researcher has suggested important points for both teachers and Students of Wale Lube Ifa Boru Secondary School improve or build their reading habits in English Language through the following recommendations. These recommendations were given based on the result obtained through data and the drawn conclusions for this research work.

- The school library should be filled with new reading materials written in English Language that go with readers' interest and levels as well as employed an additional librarian to give good service all time.
- Students should improve their English Language proficiency and they should read what written in the language. Language skills would be obtained by practice and reading its usage.
- Both teachers and students should be aware to read materials published or up loaded in English Language at any time, at anywhere to strengthen their reading habit as well as to improve their Language proficiency as much as possible. To get good reading habit, they should read different materials written in English Language what they access to in hard copy or in soft copy as much as possible.
- Both teacher and students should work cooperatively in school in order to avert the faced problem and to flourish reading habit in English Languages by founding reading club of English language in their school. For this some EFL teachers believed that as English Language reading club takes their reading habit one step forward.
- English Language teachers should give reading based tasks in English Language for their students. To be role model for their students EFL teachers should read different literature and non-literature books written in English language to develop their reading habit as well as to get the language proficiency.

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APPENDIX A
ADDIS ABABA UNIVERSITY
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE
Teachers' Interview Questions
Part I

Good morning /Good afternoon/. I am writing a thesis in partial fulfillment of the requirements of the degree of master of Art in teaching English as foreign language (TEFL)
This interview constitutes an essential in “Exploring Factors Affect Reading Habit of Teachers and Students in English Language at Wale Lube IfaBoruSecondary School”. Your genuine responses are very crucial for the success of the research. Hence, you’ are cordially requested to provide real responses to the questions. I assure you are guaranteed for the confidentiality of your responses.
Thank you very much for sparing your valuable time and effort in this interview.

Personal background information

1.1. Name of the school:- _____

1.2. Gender: Male Female

1.3. Age: 20-25 30-35 36-40 41-45
above46

1.4. Qualification: - Diploma BA in English Masters (MA) in TEFL

1.5 Teaching experience: 1-5 years 6-10 years 11-15 16-20 ye
Above 21 years

1.6. Subject you teach _____

Part II

Questions Related to Factors Affect General Reading Habits in English Language

1. What kind of problems affects your reading habit in English Language in context of your school?
2. What type of materials do you like to read? In which Language do you like to read? Why you prefer?
3. What problems face you to use your school library in order to develop your reading habit in English?
4. Do you always give your students Reading Based Tasks in English Language as they go to and read in library in order to develop their reading habit in English Language ?If not why?
5. On what activities(hobbies) do you like pass your free time?
6. From your previous experience, why many teachers and students have low reading habit in English Language?
7. In today's world how media encourages and discourages reading habit in English Language?
8. As English Language teacher what do you suggest the possible solution for the faced problem to improve reading habit of teachers and students in English Language?

Thank you very much for sharing your valuable time and effort with these interview questions.

APPENDIX B

ADDIS ABEBA UNIVERSITY

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

STUDENTS' QUESTIONNAIRE

Dear students, you are invited to participate in current research through filling you are required below questions. This questionnaire was designed to gather information about factors affecting reading habits in English Language (Reading habits of material written in English Language)

Please answer each question by ticking in the box.

I. Personal Background Information.

1.1. Name of school: _____

1.2. Grade you are learning: 9 10 11 12

1.3. Sex: Male Female

1.4. Age: 15-25 26-30 31-35 36 Above

II .These questions related to factors affects reading habits of students in English Language at Wale Lube IfaBoru secondary school. The following statements are about your reading habits status, interest to practice or your strategies of developing your reading habits in English Language. The scale rate and number given. Choose only one scale rate according to true for you and Write (x) under number for each item of how well the statement reflect your reading habits.

- Strongly agree= 5
- Agree =4
- Not sure= 3
- Disagree= 2
- Strongly disagree=1

No	Questions Related to Material Factors	Licker Scale				
		5	4	3	2	1
1	Reading every materials is used in developing reading habits					
2	I like to read things Witten/posted in first Language than foreign Language due to language skill					
3	There are no more reading materials written in English at home and this made me to have low reading habit in English Language.					
4	Low habit of buying reading materials affected my reading habits					
5	Always using good reading materials in English enhances reading habits					
6	Rarely instructions of reading to students text book affected my reading habit in English Language.					
7	I have great interest to read materials written in English Language					
8	Reading only note and textbook for exam affected my reading habit					
	Questions Related to Library Factors					
9	In Library there is lack of reading materials like books, news paper and magazines.					
10	It is not suitable to read around our library because there is disturbance of sound.					
11	Librarians do not treat me in good manner because of this there is no interest to read					
12	There is no chance to borrow reading materials from the school Library					
13	There is no reading club works with library in my school so my reading habit in English was hurt					
14	Great distance from school library hindered my reading habit					
	Questions Related to personal Factors.					
15	Lack of Language skills affected reading habits and this made me to have poor reading habits in English					

16	Since I spend all my time on work, my reading habit was hurt.						
17	Reading habits helps my future careers because of this it is very important to read						
18	I use my time effectively for reading every day						
19	Much of my time is spent on watching film and this affected my reading habit						
20	Another hobbies affected my reading habits because I spent all my time on them						
21	Social media affected my reading habit due to I use in unplanned way						
22	Lack of motivations from EFL teachers affected my reading habit						
23	My first Language made impacts on me to read in English Language						

APPENDIX B
YUNIVARSIITII FINFINNEE
MUUMMEE AFAAN INGILIZII FI HOG-BARRUU
GAAFFII BARATTOOTAA

Kabajamtoo fi jaalatamtootabarattoota Manabarumsa kana Waraqaa Qorannoo Rakkoolee aadaa Afaan Ingiliziiti indubbisu keessan miidhan irratti Qorannootaasisuu waanan barbaadeef, hirmaannaan keessan qorannoo kana keessatti igatti guddaa fi bu'aafiduu danda'u waanta' eefinis gamakeessaniin wantoota gaafataman irratti miiratti gaafatamummaa qabuu fi bifa mansiisaata' eenak kanaaf guuttan kabajaaniin isingaa fadha. Yeroo odeeffannoo kana naaf kennitan maqaakeessan hin barreesina. Iddoosaandu qniken name keessatti mallattooraayitii (tiiki) gochuun, isaf ilanno qabus deebiitti amantan filachuun akkasumas iddoo duwwa kenname irratti ibsagahaa kennuun akkadee bistan jechaa ; Hirmaanna keessaniifis guddaan isingalateeffadha.

I . Odeeffannoo Dhuunfaa Barataa Gaaffiilee Gaafataman Deebisan

1.1. Maqaa M/B : _____

1.2. Kutaa baracha ajirtu: 9 10 11 12

1.3. Saala: Dhi Dha

1.4. Umurii : 15-25 26-30 31-35 36 ol

II. Gaaffiilee rakkoolee aadaa afaan Ingiliffaati indubbisu miidhaniin walqabatan gaabatee armaangadii keessa adubbisuunya adoleesiif sirriita' anguuti. Tokkoontokkon himoota gaabatee keessatti tarreeffaman muuxann oadaa dubbisuutiin walqabatan bifais keelitti tarreeffamani jiru. Lakkofsonni 1-5 iskeelii kana agarsiisuxi qqaarraagaraguddaatti tarreeffamani jiru. Ati mallattoo (x) lakkoofsaiskeelii sirrii agarsiisan jalatti guuti. Iskeeliin kun akka armaangadiitti kennamee jira.

- Sirriitin walii gala=5
- Waliin gala=4
- Nan shakka=3
- Wali hingalu =2
- Sirriitti wali hingalu=1

Lak		Licker
-----	--	--------

	GaaffileeMeeshaaleeDubbisaanwalqabatan	scale				
		5	4	3	2	1
1	Barreeffamootagaragaraayeroohundadubbisuunaadaadubbisuunamanicimsa					
2	Wantootaaafaanalaaganbarreeffamanirrakanafaandhalootaadubbisuujaalla'a					
3	ManajireenyaakeekeessattikitaabileeAfaanIngiliffaanbarreeffanwaanhinqabneesaadaanafaankannandubbisuukeelaafeejira					
4	Aadaalaafaankitaablileebituuqabaachuunaadaadubbisuunilaaffisa					
5	YeroohundaakitaabileeAfaanIngiliffaattifayyadamuunaadaadubbisaanicimsa					
6	AjajnicuunkitaababarataaafaanIngiliffaarrajirukanakka hog barruudubbistuwaan sin taasisneefaadaandubbisuukooahaalaanmiidhameera					
7	KitaabileeAfaanIngiliffaanbarreeffandubbisuuffedhiiguddaanqaba.					
8	QormaataqofaafkitaabadubbisuunkooaadaaafaanIngiliffaandubbisuukoolaaffiseejira.					
	GaaffileeManaDubbisaKitaabaanWalQabatan					
9	Manadubbisakitaabaakeekeessattihanqinni wantootadubbifamaniikanneenakkakitaabilee, Gaazzexaa fi Barruleeadaadubbisuukoolaaffiseejira					
10	Naannoomanadubbisakitaabaatasgabbiin fi haallimijataanhinjiru					
11	Hojjattoonni manadubbisakitaabaahaalaannamakeessumeessuuirrattirakkooqabusababaakana afachittifayyadamuuffedhiinhinjiru.					
12	Manadubbisakitaabatiicarraankitaabaergifachuuhinjiru.					
13	GumiinkitaabileedubbisuudhabamuunaadaaafaanIngiliziindubbisuukoolaaffiseera.					
	GaaffileeDhimmaRakkoodhuunfaanWalqabatan					
14	Fe fedhiiAfaanfaanIngiliziitiindubbisuu nan qaba.					
15	RakkoondandeettiifaaniikooaadaaafaanIngiliziittiindubbisuukoomiidhera.					
16	Yerookoohojjirrattidabarsuunaadaadubbisuukoolaaffiseejira.					
17	Aadaadubbisuugaariiqabaachuunhojjiikoofuulduraakeessattinagargaara.					
18	GuyyaahundaakitaabileeafaanIngiliziindubbisuufyerookoohaalaanfayyadameera.					
19	KitaabileedubbisuucaalaafiilmiwwanilaaluunkooaadaaafaanIngiliffaandubbisuukoomiidheeji ra.					
20	BwantoonninaniyerooboqonnaakoojojeddhuadaaafaanIngiliffaandubbisuukoolaaffiseejira.					
21	Miidiyaaleehawaasaafayyadamuunaadaadubbisuukeelaaffiseejira.					
22	Kaka'uumsabarsiisaankoonankennineenaadaanafaanIngiliziindubbisuunkoolaafera					
23	KitaabileeAfaandhalootaaqofadubbisuunkooaadaaafaanIngiliziindubbisuukoolaaffiseera					

III. Gaaffileearmaangadiidubbisuunhaalagaafichaahubachuundeebiikesirriittiibsi.

24. Faayidaa fi miidhaatekinolojiinaadaadubbisuuirrattiqabuiksi.

25. Tooftaaleeadaaafaan Ingiliffaati indubbisuukeettifooyyefattuhaalaaniksi.

26. Akkabarattoonnaadaaafaan Ingiliffaati indubbisuusaaniitticimsatsniifwantootamanadubbisaki taabsaakeessattiguutamuuqabaniksi.

27. Akkanamadhuunfaatokkoottiaadaadubbisuuhaalaangabbifachuufwantootagochuqqabuiksi.

28. Yeroobaay' eetikitaabileeafaankamiinbarreeffandubbisuujaallata? Maallif?

Rakkooleeadaadubbisuukeelaaffisanhaalaaniksi.

APPENDIX D

In Wale Lube IfaBoru Secondary school, Librarians Interview Questions

Dear Librarians thank you for your voluntary participation in my research to give your valuable answer.

1. What kinds of problems exist in the library you are working in it?

2. Most of the time what kinds of problems and grievance do teachers and students have?

3. Who use more reading materials written in English language at library teachers or students?

Why do they use more?

4. Are there many materials like fictions, newspapers, magazines written or prepared in English Language?

5. what kind of suggestions do you give to avert factor affect habits of readers at library?

6. Do you think students' behavior affect students reading habits? If yes how it affects explain.

7. At this school both female and male students use the library equally in their number? Do you think gender affect their reading habits? Explain

8. Most of the time what kinds of materials do the teachers borrow from this library? What they borrow such kind of materials?

9. Most of the time what kinds of materials do the students borrow from this library? Why they borrow such kind of materials?

10. Do you believe the materials written In English are enough for the readers?

APPENDIX D

**MANA BARUMSA IFA BORUU WALEE LUBEE SAD.2FFATTI AF-GAAFFII LEE
HOJJETTOOTA MANA DUBBISA KITAABAATIIF**

Kabajamtootahojjetoota Mana Dubbisa Kitaabaa Qo'annoo kana irratti hirmaachuuf yeroo keessaa aarsa agochuunya adakeessan bu'aqabeessanaaf kennuuf qop hiita' ukeessaniif galatoomaa.

1. Manadubbisakitaabaa tihojjecha ajirtukeessatti rakkooleen jiran maalfaadha?

2. Akkamanadubbisakitaaba keessanitti barattoonni fi barsiistoonni rakkoolee akkasumaskomii wanakkamiqabu?

3. Rakkooleen manadubbisakitaaba keessatti akkadubbistoonni hindubbisne isaantaasisan maalfaadha?

4. Dubbistoonni wantootaa faan Ingiliffaan barreeffamanyeroo isingaafachuunittif fayyadamuu? Yoo itti hin fayyadamnerakkooleen akka isaan barruulee faan Ingiliffa itti hin fayyadamnedhorkan maalsittif akkaata?

5. Akkaya adakeetti rakkooleen manadubbisakitaaba keessajiranakkamitti hambisuundanda'ama?

6. Rakkonnaamuusabarattootaaadaafaan Ingiliffaan dubbisuusaaniimiidhejetteeniyaaddaa? Akkaataa itti miidhe ibsi.

7. Manadubbisakitaabaakanatti yeroobaay'eebaay'inaankanitti fayyadaman barattootadhiirati moo barattootashamarraniiti? Sababamaaliif kagaraagarummaanumame ibsi.

8. Yeroobaay'eebarattoonni barsiistonna kitaabileegosaakkamiitisi sirraa ergifatan? Gosakitabakanneen qof irracaalatti maaliif fayyadamu jetteeyaadda?

9. Yeroobaay'eebarattoonni kitaabileegosaakkamiis sirraa ergifatan? Sababni gosakitaabilee kana qof fayyadamanii fmaali jetteeyaadda?

10. Manadubbisakitaabaa kana keessakitaabileen hog barruu fi wantootni faan Ingiliffaan barreeffamanga'aadhajetteeyaaddaa?
