

**READING PREFERENCES
OF GRADE 11 STUDENTS
IN ADDIS ABABA**

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OF GRADE 11 STUDENTS
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ABSTRACT

The main purpose of this study was to investigate and identify 11th grade students' reading preferences in Addis Ababa. The subject of the study were 300 randomly selected students from four government secondary schools.

To achieve the objective of the study, a questionnaire was designed and administered to the students. The questionnaire had two major parts: part one aimed at getting background information and part two was concerned with a reading preference inventory; i.e. students were asked to choose and rank their 10 best reading topics, titles and texts. These topics, titles and texts were deliberately designed in order to cross-check the validity of the respondents' responses.

The results of the study indicated that students' attitudes towards the given reading topics, titles and texts were similar irrespective of sex. Both males and females chose the same top ten reading topics, but there was a difference in ranking within the top ten choices. Thus, males preferred in descending order of popularity: detective stories, adventure stories, research and technology, love stories, humour, health, sports, biography, culture and sex education. Females preferred love stories, humour, health, biography, research and technology, sports, culture, sex education, detective stories, and adventure stories, in a descending order.

On the basis of the findings, recommendations concerning the kinds of reading texts to be included in the textbooks, the development of students' attitudes towards English written materials, and the need for further investigation on students' reading preferences are stated.

CHAPTER ONE

INTRODUCTION

1.1 Statement of the Problem

It is an undeniable fact that reading plays a significant role both in the academic and non-academic fields. If students, for instance, are engaged in conducting research for academic or non-academic purposes, they have to make themselves busy reading. If they want to get a pass mark, they need to read their lectures, notes, textbooks, etc. If they want to entertain themselves, they have to read different reading materials in their free time. In short, reading exists everywhere for different purposes and reasons.

In order to enhance student's reading abilities and habits, attention should be given to the language classroom reading program. The language classroom reading program is the basis and the place for reading to develop. Unless students are helped to enrich their reading, especially in the language classroom, their reading for other academic and non-academic purposes will be directly or indirectly affected. This happens because of the fact that the language classroom is the place where students' reading, mainly, starts to grow and they get the opportunity to gain a lot of experience in reading.

One of the ways which could help students to improve their reading is by making them develop a good appetite for reading, i.e. helping them to be attracted to reading. This could come true by providing them with reading materials and texts which fit their reading attitudes and interests. They have to be given motivating reading materials. It is only when they are provided with 'delicious' reading texts that they will have the want to read which will directly or indirectly enhance their reading abilities and habits. Few textbook writers however really know what reading texts or topics will really interest the average Ethiopian secondary school students.

Therefore, the purpose of this study is to investigate eleventh grade students' reading preferences by identifying what reading materials and texts they choose to read. In short, the study is intended to give appropriate answers to the following questions:

1. What kinds of reading materials interest eleventh grade students, i.e. what subject matter ?
2. What types of passages would be most suitable for inclusion in secondary level, especially eleventh grade, textbooks?

3. Do the reading passages, at present, in ENE (English for New Ethiopia) motivate the students?

1.2. Importance of the Study

It is unquestionable that the role of attitudinal study on students has a lot of significance for the degree of the effectiveness of any educational system. When preparing any teaching material, if the work is restricted to a certain group, the outcome might not be as effective as the one which is exposed to suggestions by different groups, such as teachers, students and classroom researchers. Before putting the teaching materials for use in class, those who are engaged in designing and selecting reading texts have to know the students and analyze their areas of interest for reading. Unless attitudinal studies on students are conducted, the effectiveness of the educational system, in most cases, might be below what is expected.

Therefore, a clear knowledge of students' reading habits and preferences is essential to those who are engaged in designing, selecting and preparing reading texts. One practical contribution of this study will, therefore, be to make material designers, especially reading passage selectors for the language classroom, aware of what kinds of reading

materials and texts are preferred by grade 11 students. The study, although its scope is limited to grade 11 students in Addis Ababa, might serve as a spring-board to know secondary school students' reading preferences in general.

1.3 The Scope of the Study

The scope of the study is restricted to a random sample study of 11th grade students of four selected government secondary schools. Reasons for this restriction are given as follows:

1. 9th and 10th grade students were not selected for the study because senior class students have more experience in reading than the lower grades.

2. Since grade 12 students were busy preparing themselves for the Ethiopian School Leaving Certificate Examination (ESLCE), I felt that they would not complete the questionnaire with sufficient care. In addition, they leave their schools before March 1993.

3. Since private schools are not many in number in the country, and most of the students do not have the chance to join these schools, government schools were chosen for the present study.

1.4 Limitation of the Study

I am well aware of the fact that urban and rural students couldn't have the same reading preferences. Urban students are able to get reading materials more easily than rural students. The former ones have more exposure to up-to-date information than the latter ones. Urban students live in places where conditions are favourable for reading, like for instance, the presence of well organized libraries. Therefore, to draw sound conclusion which would represent the students in the rural and urban areas of the country, it would have been better to extend the study beyond Addis Ababa. And, even within Addis Ababa, the number of schools and subjects selected for the study should have been increased. However, due to shortage of time, resources, and the size of the questionnaire, I was restricted from extending the study outside Addis Ababa and increasing the size of the schools and subjects. In addition, the study didn't move smoothly according to the previously budgeted time because of the change in the academic calendar of all government schools.

As stated in this chapter, one of the practical contributions of this study is for those people who are engaged in selecting reading texts for the reading lesson. While selecting texts, according to Nuttal (1982), there are

factors, like readability, familiarity with the text or concept difficulty, interest, etc., which should be taken into consideration. However, the present study, due to its scope, is restricted to interest. Other factors also needed to be researched and considered but I leave this area to those that follow.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 What Is Reading ?

According to Nuttal (1982) and Hedge (1985), different people have different interpretation regarding reading. They feel that it seems difficult to give an exact definition of the term reading. Since different people have different reasons for their reading, their understanding of it varies from person to person. This shows that the interpretations of reading is shaped by the reasons for reading. Grellet has given two basic reasons for reading: "Reading for pleasure and reading for information (in order to find out something or in order to do something with the information you get)..." (1981:4). Nuttal has also forwarded her opinion for reading by saying: "You read because you wanted to get something from the writing: facts, ideas, enjoyment, even feelings of family community... whatever it was, you wanted to get the message that the writer had expressed..." (1982:3).

Although it seems difficult to give an exact definition of reading, Williams has tried do define reading as follows: "It is a process whereby one looks at and understands what has been written. The key word here is 'understand' merely

reading aloud without understanding does not count as reading..." (1984:1). Reading, according to Richard T. Green, has the following features:

Reading is thinking that results in comprehension. Reading is thinking in languages, i.e. interpreting levels of abstractions, relationships between parts of sentences, figurative language, etc. Reading is a relationship with the author.... Reading is the use of skills for a specific purpose, i.e. to skim a directory, to read rapidly "light" material and to shift to power, or to depth, reading for separating facts from opinions,... (1972:60).

In order to help students to be familiar with the necessary reading skills and strategies, they should get the opportunity to read and interpret reading materials in and outside the classroom. Actually, it is in the classroom that they have a lot of chances to be equipped with different reading skills and strategies. And these trained skills and strategies have the chance to be put in practice outside the classroom; this takes us to the idea of extensive and intensive reading. Hedge has clearly distinguished intensive and extensive reading by saying,

... in the development of fluent reading in a foreign language, intensive and extensive reading practice are mutually dependent. Intensive reading lessons provide students with training in the strategies and skills they need to become successful readers. Extensive reading provides opportunities for putting that training into practice

In order to have good communication between the reader and the text, comprehension plays a vital role. Communication breakdown will occur if there is no comprehension. According to Beard, " To comprehend is to penetrate beyond the verbal forms of the text to underlying ideas, to comprehend these with what is already known and also with one another, to pick what is essential and new..." (1987:134). Therefore, Gore (1979) states that "... reading should be an enjoyable experience, and nobody can enjoy reading incomprehensive or boring material..." (p.99).

Since comprehension plays a vital role for communication to take place, it directly or indirectly influences the readers' reading motivation. This implies that reading texts, which are especially prepared for the language classroom, should be selected in such a way that they encourage the students to use their background knowledge for comprehension which will result in developing a positive attitude towards the text to be read. It is unquestionable that in order to do anything else, one has to be equipped with some kind of interest and motivation, i.e. before one starts doing something, one has to have the "drive" (Harmer, 1983:9) and the " want " (Hutchinson and Waters, 1987:47). These two terms, 'drive' and ' want ', have a strong influence for people to be successful or unsuccessful in

what they are doing. If they have the 'drive' and the 'want' it indicates that they are motivated and interested. As a result, they will be successful, for they are not pressured by an outside force.

The importance of interest is highlighted by different writers in different ways as follows: "Interest is the key that unlocks effort..." (Strang, 1964:97); "Negative attitude creates a psychological distance between the reader and the subject matter..." (Dubin and Olshtain, 1986:14). Actually, the second quotation might refer to alienating oneself from the culture, people, etc., but it can still relate to one's interest. It is when one develops a negative attitude towards something that one is inclined to alienate oneself from the society in general. Moreover, in relation to interest, Hutchinson and Waters said "...Before anyone builds a road, crosses a river, or climbs a mountain, he must have some kind of motivation..." (1987:47).

As far as reading is concerned, students are highly motivated by the attractive nature of the reading text they are provided with (Ortiz, 1983). According to Grellet,

Motivation is of great importance when reading ... because most of what we usually read is what we want to read, and being motivated means that we start reading the text prepared to find a number of things in it, expecting to find answers to a number of questions and specific information or idea we are

interested in. This 'expectation' is inherent in the process of reading which is permanent interrelationship between the reader and the text...(1981:18).

Hovious also believes that " If a student is reading what interests him, he is more likely to think about it and discuss it..." (1974:375). " The content of reading," said Hedge, "ideally chosen to provide enjoyment and interest, is inseparable from the development of good reading skills..." (1985:36).

Due to the fact that students' reading preferences play a significant role in the teaching of reading, many researchers (for instance, Elliott and Steinkellner 1979, Stevens 1980, Tuttle et al. 1979, Anderson and Barnitz 1984, Chiu 1973) are attracted towards this field. And they believe that students will be successful if they are interested and motivated in what is being read. This implies that unless students are provided with motivating reading texts, they won't have the appetite to read.

Gentile and McMillan have conducted research to identify the reasons why students can't read well. At the end of their study, they came out with the following results:

By the time many students reach high school, they sometimes equate reading with ridicule, failure or exclusively

school-related tasks.... Often these youngsters have never experienced joy in reading. A lot of these students are pressured at home as well as in school to read! read! read! Persistent stress proves counter productive. Pressuring anyone to read can lead to a loss of inclination... (1977:651-652).

The above extract is further developed by the same writers which is exploited from one teacher's experience as follows: " We pressured our young boy to read and almost turned him against reading altogether. When the pressure was lifted, we discovered that Randy, like most teen-agers, read what he wanted to read..." (p.652). These short extracts clearly show that there should be an internal force, i.e. motivation, which will make the students read without being forced by an external force.

Harmer (1983) in his explanation about motivation, states that ' complete success' and ' complete failure' have a de-motivating factor in the learner. That is to say, if the learners are provided with difficult tasks, which are above their level, or low challenge tasks, which are below their level, they will develop low interest for the activities. This implies the importance of providing "reasonable balanced challenging tasks" (Prabhu, 1987:56). This is also true in the case of reading. " When reading materials are too far over the heads of the children, they are likely to lose interest and become discouraged... If the

assigned books are too easy, the children become bored and lose interest..." (Hildreth, 1961 : 370). In short, the above short extract shows that reading texts should be neither above nor below the level of the students. They have to be prepared in such a way that they encourage students to develop mental processing in reading.

Ortiz, in his study, has also tried to show the significance of interest in reading. His study reflects that students are associating motivation and interest to reading. When one of his subjects was asked about reading, he reacted by saying " If a book is interesting, I will read it; if it is boring, I won't ..." (1983 : 113). Actually, it is obvious that if a reader is attracted and motivated by the reading text he is given, the degree of his comprehension and interpretation will be highly enhanced. And that is why Chiu states that " The interest which the child has in the material he read will influence his ability to read it..." (1973 : 369). Chiu has also a strong belief in the challenge " to get the right book to the right person at the right time..." (p.369).

Most of the research conducted on students' reading preferences highlight the relationship between reading and motivation, and that is why Niles and Goodrich (1973) state that " motivation to read and acquiring the skills of reading

are interdependent" (p.389). To show the interdependent nature of reading materials, reading skills and motivation, Martz says as follows: " Providing the skills is only one part of the job, providing the books is another part. Providing the motivation is essential..." (1971 :4).

To sum up, in order to help students to be good readers and develop their reading skills and habits, it seems essential to provide them with appropriate reading texts which fit their interests; otherwise, " Ill-fitting books can be as useless as ill-fitting shoes..." (Hildreth, 1961 : 369-370). It should also be noted that motivation and appropriacy are inseparable. Appropriacy plays a significant role in making someone develop a positive or negative attitude towards a given reading text. Motivation in reading is influenced by factors like level of language, concept difficulty, background knowledge, etc. Unless the reading texts are appropriate to the level of the students in terms of the above mentioned and similar factors, they won't have the appetite to read them. For instance, a student might be interested in a given topic or title but disinterested in the text on the same topic or title. The above mentioned factors might be the reasons why the student, in the above example, is positive for the topic but negative for the text, i.e. lack of appropriacy in the level of the language, concept difficulty, and lack of shared knowledge with the text.

2.3 Previous Research on Reading Interests

2.3.1 Outside Ethiopia

In order to provide students with appropriate reading texts or materials which fit their interests, especially for the language classroom, it is essential to gather the necessary information about the students on the basis of the following and similar questions: do students have the appetite to read ? what do they like to read ? which reading texts are appropriate to the level of the students ? To identify students' reading interests and preferences, a lot of research is conducted on the basis of reading inventories. If it is difficult to directly identify students' second language reading preferences but it is possible to predict them by " examining their first language reading experience" (Gore, 1979 : 100).

As stated in the previous topic, different people are attracted to focus their study towards this field, and most of the results show that reading materials or texts which are attractive to one child are not necessarily attractive to another. An earlier research which was conducted by Hildreth points out that

Children's tastes in books alter with
new interests which reflect the new

stage of maturation they have reached.... A girl's tastes, as she grows from a child into a teen-ager, will progress from dolls and fairy queens to stories of school and home life, then books about being a nurse or an airplane hostess. For a time, a boy's interest may run wholly to adventure stories...(1961 : 505).

Furthermore, on the basis of the same study, the research reflects that "... adolescent boys are more interested than girls in reading books on science, invention, sports, and violent adventures. Girls prefer to read texts which are about home life, romance, feminine school adventures, fairy tales and animal stories..." (p.506). The result of another study which was conducted to identify vocational student's reading interests and preferences is put as follows:

It was found that male vocational students were less interested than were female students in books in general, funny books, mystery books, and poetry books. This was also true of books about men, family life, love and romance, personal appearance, teenage problems, religion and social problems. Less interest was also indicated by males in magazines about romance, clothing and style, music.... Female vocational students were less interested than were males in all three categories related to sports, books related to sex, and hobby magazines. No significant differences were found between girls and boys in their interests in newspapers in general, comics and detective books... (Elliott and Steinkelman, 1979: 125).

Elliott and Steinkellner's study on students' reading preferences seems related, to some extent, to the present study for two reasons: 1. It is concerned with secondary school students. 2. It mainly focuses on students' reading preferences in terms of sex. These two factors are also features of the present study, and the findings and discussion of the study are put in chapter four.

Research has also been conducted on primary school students' reading preferences, and according to the result of the study,

As a group, boys preferred in descending order: sports, biography, mystery, social studies, science, humour, animal stories, adventure, fantasy, and poetry; girls preferred in descending order: mystery, humour, adventure, biography, animal stories, poetry, fantasy, social studies, science and sports... (Chiu, 1973 : 371).

Lipp and Wheeler (1991) in their research on international students' reading preferences state that

... World problem was the most frequent indicated interests with almost one quarter of the students selecting it. Of major interest to 15% - 18% of students were the following: sports, travel to other countries, mystery, adventure, academic subjects, and historical novels. Of major interest to 12% - 14% of students were the following: Science fiction, travel in the US, romance, famous people and cars and machines... (p. 187).

This study also indicates that the reading interests of non-native speakers become similar to the native speakers for fiction but different for non fiction and this area is also investigated in the present study (refer to chapter 4).

In general, the research conducted on students' reading preferences predict that reading interests and preferences are influenced by factors like age, sex, ability, culture, family background, environment, grade level, etc. And Chiu has clearly put it as follows:

In intermediate grades, pupils are interested in mystery, adventure, animal stories, and family life stories. Definite differences in reading interests among boys and girls become apparent after the age of 8. Reading interests of those who are above average in intelligence mature faster than those of slow learners...(1973 : 369).

2.3.2 In Ethiopia

When we come to the Ethiopian context, it becomes difficult to find recent research conducted on secondary school students' reading interests and preferences. There is a survey which was conducted 22 years ago by Martz on secondary school students' reading preferences and interests in Addis Ababa. The researcher conducted the study on 1111 (906 boys and 205 girls) grade 12 students sampled from 6 government secondary schools. According to the researcher, the aim of the study was " to ascertain the extent of the

students' interest in reading, their specific interests, their reading habits, and some environmental factors which would affect their reading..." (1971 : 1). The result of the study indicates that students had positive attitudes towards news magazines; most of the subjects read books and magazines in English rather than in Amharic. In relation to their reading interests for fiction and non-fiction, the study states that " In non-fiction, science is the great interest of both boys and girls, receiving more votes than politics. In fiction, both boys and girls prefer adventure although detective stories are only a short distance behind ..."
(p.3).

It is also stated in the study that boys in general preferred in descending order: adventure, science, detective stories, politics, Ethiopia, science fiction and history; girls preferred science, Ethiopia, adventure, history, detective stories, science fiction, and politics. The researcher, based on the result of the study, came to conclude that there was no significant differences between the boys and the girls in their reading preferences, and the reasons were hypothesized as follows:

The differences observed in boys' and girls' tastes is not so great as is the differences observed in some other countries. This variation may be due to the dearth of books of special interest to girls, to difference in cultural mores, or to the limited number of girls questioned...(p.4).

Therefore, what would be the result of the present study which is conducted after 22 years ? Will there be differences between boys and girls in their reading preferences ? These questions are investigated and will get appropriate answers in chapter 4.

In addition to Martz's study, Tamene (1992) has conducted a survey to identify the leisure reading interests of Addis Ababa University students. His subjects were 185 students selected from the 13 departments of the Faculty of Social Science. The study gave more emphasis to the extensive reading than the intensive one. In order to identify the subjects' reading preferences, Tamene provided them with 8 sources for reading materials, and they were asked to show their first-five reading preferences. The replies of the subjects were put in the following table.

Table 1: Order of the respondents' reading preferences.

Reading materials	1 st No of respondents		2 nd No of respondents		3 rd No of respondents		4 th No of respondents		5 th No of respondents	
Novel	39	25.1%	21	13.5%	22	14.6%	22	14.9%	17	12.2%
Newspaper	28	18.0%	23	14.8%	27	18.0%	25	17.0%	21	15.1%
Magazine	23	14.8%	44	28.3%	28	18.6%	24	16.3%	15	10.7%
Religion	23	14.8%	10	6.4%	15	10.0%	15	10.25	13	9.3%
Short story	20	12.9%	39	25.1%	30	20.0%	23	15.6%	15	10.7%
Technical profession	15	9.6%	8	5.1%	5	3.3%	11	7.4%	15	10.75
Science fiction	5	3.2%	6	3.8%	16	10.6%	17	11.5%	20	14.3%
Biography	2	1.3%	4	2.8%	7	4.6%	10	6.8%	23	16.5%

(1992:36)

The above table clearly shows that the subjects preferred in descending order: novel, magazine, short story, newspaper, and biography. According to the study, Tamene, the researcher, reported that " There is hardly any significant difference between the respondents' leisure reading interests that can be traced to sex, field of study, or level of education ..." (p.49). In the interview conducted to see the subjects' interest related to fiction, the researcher stated that "... no significant differences in their reading interests were observed. They generally had the feeling that crime (detective story), adventure story, modern thrillers, and love story can satisfy their curiosity..." (p.38). The researcher, based on the study, has also tried to point out that no one reads for pleasure.

Investigation of the replies obtained from the main and supplementary sources appear to suggest that most of the respondents have little concept of reading for pleasure. That is, they have the desire to read in English to improve their language rather than to entertain themselves...(p.48).

In short, according to Tamene's survey, students' reading interests are not affected by factors such as sex and field of study. The study also indicated that most of the respondents (69%) preferred reading English written materials. If this is the case for university students, is it the same for secondary school students ? Will the results of the present study support or contradict that of Tamene and

others ? These and other questions will be answered in the results and discussion section (refer to chapter four).

To sum up, this chapter has tried to deal with literature which is related to the topic. An attempt is made to give brief explanation on reading, the relationship between reading and motivation, and finally, some research conducted on students' reading preferences and interests in and outside Ethiopia are briefly put in the same chapter. The next chapter describes the methodology of the present study.

the
Table 2: Names of schools by managing agency, type and location.

Name of the School	Managing Agency	School Type	Location
Entoto	Government	* Academic ** Technical & *** Vocational	Zone 4
Bole	Government	Academic	Zone 3
Shimelis Habte	Government	Academic	Zone 2
General Winget	Government	Technical & Vocational	Zone 5

* Technical: Students are expected to be trained in mechanical arts, such as metal work, wood work, electricity, construction, etc. They are mostly learning by doing. Subjects like English, Amharic, Mathematics, Physics, and Chemistry are taught in such schools.

** Vocational: Students are trained for a specific occupation, such as secretarial, accountancy, etc. Subjects which have direct relation to the field, such as bookkeeping, typing, accounting, economic geography, business communication, etc., are taught in the vocational schools. English, Amharic and Mathematics are also taught as subjects.

*** Academic: In the academic part, students are not trained for a specific occupation. It has two major streams:

natural science and social science. Academic subjects, such as English, Amharic, Mathematics, Physics, Chemistry, Biology, Geography and History are taught in the academic schools. In such schools, theoretical teaching seems to dominate the practical.

3.1.2. Number of Students

In the four schools, there are 5397 (2709 males and 2688 females) grade 11 students. Of this total, 300 (6%) students were selected in the following way. Since it was difficult and impractical to include all grade 11 students of the four secondary schools, students were randomly selected to include as fair representatives as possible from the four schools under study. That is, 6% of the students were selected from each school (6% males and 6% females)- refer to table 6. The following table gives the total number of grade 11 students enrolled in the four schools.

Table 3: Number of students enrolled in the four secondary schools in the academic year 1992/93.

Name of the school	Males	Females	Total
Entoto	990	978	1968
Bole	1038	934	1972
Shimelis Habte	457	717	1174
General Winget	224	59	283
Total	2709	2688	5397

3.1.3 Selection of Subjects from the
Various Sections

All efforts have been made to select as fair a representation of students as possible from the different sections of the schools. Selection of subjects from the four schools was mainly carried out by random sampling technique. 12 sections were randomly selected from the three schools (Entoto, Bole and Shimelis Habte), i.e. 4 sections from each, and 3 sections from General Winget, which makes a total of 15 sections. The subjects for the study were selected from these 15 sections by lot.

Regarding the number of subjects selected for the study, compared to the other three schools, fewer students were selected from General Winget - this was in relation to the total number of students each school has. In other words, an equal percentage of the total size was taken from all schools. As far as the number of schools is concerned, only one technical and vocational school was selected because the number of technical and vocational schools in the country is limited.

3.2. Methods of Data Collection

In order to objectively examine the reading interests and preferences of grade 11 students in the four secondary schools, students' opinions, which reflect their reading preferences and interests, were gathered by a carefully designed questionnaire. To ensure better communication, all the questionnaire, apart from the last section of part two, was constructed in Amharic (refer to Appendix B).

3.2.1. Design of the Questionnaire

To achieve the objective of the study, the questionnaire had two major parts which were divided into different sections. The first part of the questionnaire asked the subjects to respond to simple questions aimed at getting background information related to the students' personal data, such as sex, religion and field of study, their reading habits and interests, and their attitudes towards ENE reading passages. The importance of part one of the questionnaire is to see what relationship exists between students' reading preferences and this background information.

The second part of the questionnaire was a reading preference inventory. It was divided into three sections : section 1, 2, and 3 consisted of 17 reading topics, 17

reading titles and 15 reading texts respectively. Here, students were first asked to rank topics, then titles, and lastly a variety of short texts in terms of interest. These sections of part two of the questionnaire were directly aiming at identifying the kinds of reading materials students choose to read.

The topics, titles and texts were interrelated to each other. The three sections dealt with the same theme. For instance, 'animal story' (section 1: topic), ' the Greedy Dog' (section 2: title), ' Once a young crocodile and a monkey lived near the Awash River...' (section 3: text) were directly or indirectly dealing with the same thing. All of them were about animals.

As far as section three of part two was concerned, it took me about two months to select appropriate reading texts which had direct connection with section one and two. The texts were taken from different reading sources, such as novels, magazines, newspapers, English textbooks, senior essay papers, etc. The texts were not given titles because, if they were presented with titles, students would be in a position to choose texts just by looking at the titles, i.e. without reading the texts.

As stated in chapter one, familiarity with a given subject matter is regarded as one of the criteria for text selection. And it is obvious that familiarity and interest are sometimes interrelated. Someone might choose a certain subject matter which was unfamiliar to him, but he chose it because he had interest in the topic. Suppose a student had a profound interest in sports, he might still not want to read a text on golf which was completely unfamiliar to him. This example clearly shows that there is an overlap between familiarity and interest. But, when we come to the selection of texts for section three, an attempt was made to minimize this overlap. I could say that almost all the texts were familiar to Ethiopian students.

Actually, to achieve the goal of this study, i.e. to identify the kinds of reading materials students prefer to read, one of the three sections might have been enough since all of them were dealing with the same thing. If a student, for instance, chose 'animal story' as his first choice, in order to validate and cross-check his response, it was necessary to ask him to show his preference in terms of titles and texts. In the case of title, if the same student in the above example chose 'Love unto Death' as his first choice, this shows that his first choices, 'animal story' (topic) and 'Love unto Death' (title), contradicted each other. Therefore, the three sections (topics, titles and

texts) were deliberately designed in order to cross check the validity of the respondents' response, for no other method was used in the study.

In order to select the topics to be included in the reading preference inventory of the present study, reading interest and preference surveys conducted by different people were carefully studied and analyzed. Different English textbooks, such as Cambridge English, Effective English, Break into English, ENE, etc. were examined. Based on the surveys and textbooks, the topics for the present study were selected in the following way.

Among the various topics selected for identifying students' reading preferences in the different research, those which were common to most of the research conducted were chosen, and some other topics were added based on personal experience and discussions with teachers and colleagues, and they were 30 in number. A questionnaire which consisted of these 30 topics was designed and distributed to 25 English teachers. The teachers were asked to select topics which were likely to be included in the secondary school reading preference inventory. The result of the questionnaire is summarized in the following table.

Table 4: Topic selection by English teachers

Topics	Number of Respond,	Topic	Number of Respond.
Instructions	22	Sex Education	20
Love Story	23	Sex Fiction	5
Religion	11	Social Problems	7
Politics	10	Humour	24
Adventure Story	25	Detective Story	21
Environmental Protection	21	Helath	25
		Science Fiction	3
History	9	Travel	6
Culture	22	Facts	14
War Stories	9	Poems	20
Fantasy	8	Animal Story	10
Mystery	18	Research and Technology	24
Fashions	5		
Biography	21	Family Life	9
School Subjects	10	Home & School Life	7
Sports	21	Home making	9

Based on the above table, those topics which were selected by more than half of the teachers responding were chosen for the present study's reading preference inventory. The topics were the following: Instructions, Love story,

Adventure story, Environmental protection, Culture, Detective story (mystery), Biography, Sports, Sex Education, Humour, Health, Poems, and Research and Technology. Although 'Facts' was selected by more than half of the respondents, it was excluded in the inventory because it overlapped with other topics. In order to widen the choices, based on my personal feeling and experience, I added some four topics: religion, politics, school subjects and animal story.

3.2.2 Lessons Learnt from the Pilot Study

The questionnaire was first administered to 80 grade 11 students from Entoto Academic, Technical and Vocational School. The results obtained from this pilot study were analyzed and interpreted. According to the pilot study, the respondents had a positive attitude towards detective story, humour, research and technology, love story, adventure story, health, biography, sports, facts (especially males), and instructions. The result of this mini-study also indicated that both males and females showed low interest for sex fiction, environmental protection, poems, religion, animal story, politics and school subjects (refer to Appendix E).

When collecting the questionnaire of the pilot study from the students, they were encouraged to ask questions and comment on the items. Most of the respondents, especially

girls, commented on one of the reading topics towards which they had negative attitude, i.e. sex fiction. They reported that they had low interest for reading materials which deal with purely sex information, such as sex fiction, sex techniques and performance, etc. And they pointed out that they would have had positive reaction if it had dealt with sex education. Based on their comment, the reading text which dealt with purely sex information was revised and replaced by sex education for the final study. Moreover, some other items and texts were revised and changed in the final questionnaire, and the changes are summarized as follows.

In part two of the pilot study's questionnaire, 'facts' was put as one of the topics in the reading preference inventory section. But it was omitted in the final questionnaire because it overlapped with other topics, such as health, environmental protection, sports, instructions, etc. And it was put as a separate question item in part one (refer to Appendix A). Changes made on the reading texts are summarized below.

Table 5: Omission, addition & change of texts

Texts which appeared in the questionnaire for the pilot study but changed in the revised one	Reasons
A text on 'Facts' (omitted)	It overlapped with other topics
A text on 'sports' (changed)	It appeared to be more of history, and an attempt was made to relate it to the Ethiopian context.
A text on 'health' (changed)	The size was inappropriate to other texts. Compared to others, it was too short
A text on 'biography' (changed)	The size of the text was too short, and an attempt was made to make it about an Ethiopian writer.
A text on 'sex' (changed)	Students' request - an attempt was made to make it on sex education.
A text on 'detective story' (changed)	The size of the text was too long.
Poem (changed)	The theme of the poem was about love, so it overlapped with love story.
A text on 'culture' (added)	The results obtained from teachers (refer to table 4)

(Refer to Appendix A and F)

Except for the above changes and omissions, the questionnaire used for the pilot study was also used for the final study.

3.2.3 Administration of the Final Questionnaire

Before the administration of the final questionnaire, in order to obtain as full cooperation as possible, a letter was written to the schools selected for the study by the Faculty Graduate Commission. I also made personal visits and contacts with the school administrators, unit leaders and English teachers.

When it was time to administer the questionnaire, I went to the schools under study and administered the questionnaire to the selected students assisted by English teachers. Students were briefed about the objectives of the study and were encouraged to ask any questions pertaining to the questionnaire. In order to avoid misunderstanding of the subject matter of the questionnaire, most of the items were read aloud and discussed with the respondents. In general, in spite of the size of the questionnaire, students were eager to fill it in, and those who didn't get the questionnaire asked me to give them one.

Since part two of the questionnaire could take several hours, students were given plenty of time to complete the questionnaires with care, and to avoid interfering with their academic time, they were asked to take the questionnaires away with them. They kept them from March 3 upto 22, 1993.

Moreover, in order to solve difficulties encountered by the respondents while filling in the questionnaire, two follow up visits were made in all schools under study. The following table shows the sample size, number of respondents and non-respondents in each school.

Table 6

Name of the School	Number of respondents taken from each School (6%)			Non-respondents			Final sample		
	M	F	T	M	F	T	M	F	T
Entoto	55	54	109	1	2	3	54	52	106 (A)
Bole	58	52	110	-	1	1	58	51	109 (A)
Shimelis Habte	25	40	65	1	1	2	24	39	63 (A)
General Winget	13	3	16	-	-	-	13	3	16 (TV)
Total	151	149	300	2	4	6	149	145	294

A: Academic Students

TV: Technical and vocational students.

As indicated in the above table, the questionnaire was administered to 300 students from the four secondary schools. Out of the total sample size of the study, only 6 students didn't return the questionnaire. This high rate of return also indicates the students' enthusiasm to show what their reading interests are.

CHAPTER FOUR

RESULTS AND DISCUSSION

As stated in chapter three, 149 males and 145 females have completed and returned the questionnaire. As can be seen in Appendix A the questionnaire had two major parts: part one with two sections and part two with three sections aimed at gathering background information and identifying the kinds of reading materials students prefer to read, respectively.

In part one, there were 23 questions, and for the sake of analysis, they were grouped as follows: students' personal background, 4 questions (items 1-4); students' present reading practices including reading materials for English, 8 questions (items 5-12); leisure reading, 5 questions, (items 17,18,19,20,23); choice of language, 2 questions (items 21,22); background factors and their effect on reading preferences, 4 questions (items 13-16). In part two, students were asked to rank ten best reading preferences in terms of topics, titles and texts in sections 1,2, and 3, respectively.

4.1 Students' Personal Background

Items 1-4 were meant to draw background information about the students. This section of the questionnaire was designed to enable me examine the effect it had on students' reading interests and preferences.

As stated in chapter one and three, four government secondary schools (Entoto, Bole, Shimelis Habte and General Winget) were randomly selected for the present study. The questionnaire was previously administered to 151 males and 149 females. Among these students, 2 males and 4 females didn't return the questionnaire, and as a result, the final sample size consisted of 149 males and 145 females. In items 3, students were asked to indicate their field of study. According to their responses, 94.6% (126 natural science and 152 social science students) of the total sample size were academic students and 5.4% technical and vocational students.

Students were also asked to identify their religion (item 4). Their responses to this item indicated that 16.7% of the total sample size were moslem, 71.1% orthodox and 12.2% protestant. Their responses are summarized below:

Table 7: Religion of the students

Name of the school	Moslem			Orthodox			Protestant		
	M	F	T	M	F	T	M	F	T
Entoto	12 22.2%	5 9.6%	17 16.0%	36 66.7%	37 71.2%	73 68.9%	6 11.1%	10 19.2%	16 15.1%
Bole	17 29.3%	3 5.9%	20 18.3%	37 63.8%	40 78.4%	77 70.6%	4 6.9%	8 15.7%	12 1.0%
Shimelis Habte	7 29.2%	2 5.1%	9 14.3%	16 66.7%	32 82.1%	48 76.2%	1 4.2%	5 12.8%	6 9.5%
General Winget	2 15.4%	1 33.3%	3 18.8%	10 76.9%	1 33.3%	11 68.8%	1 7.7%	1 33.3%	2 12.5%
Total	38 25.5%	11 7.6%	49 16.7%	99 66.4%	110 75.9%	209 71.1%	12 8.1%	24 16.6%	36 12.2%

4.2 Present Reading Practices

4.2.1 Reading Materials for English

At present, ENE Pupil's Book is the major English course book which is used through out the country. This course book comprises reading passages, vocabulary, structures and various exercises.

With regard to ENE reading passages, students were asked whether the passages were easy to understand (item 5). The replies of the students indicated that 9.9% and 28.9% agreed to a great extent and agreed to some extent, respectively; 56.1% and 5.1% disagreed and had no opinion, respectively. Those who disagreed with the statement mentioned in item: 5 were asked to give their reasons (item 6). Their replies are put in the following table.

Table 8: Reasons why students disagreed with the statement 'Most of the passages in ENE are easy to understand'.

Reasons	M	F	T
6.1 Some passages are written in difficult English	32 43.2%	23 25.3%	55 33.3%
6.2 Most (All) of the passages are written in difficult English	14 18.9%	27 29.7%	41 24.8%
6.3 The passages have too many new and difficult words	26 35.1%	37 40.7%	63 38.2%
6.4 The passages are too long	-	-	-
6.2 and 6.3	2 2.7%	4 4.4%	6 3.6%
Total	74 100.0%	91 100.0%	165 100.0%

The above table clearly showed that the students emphasized the difficulty of the passage. According to their replies, the passages were either written in difficult English or they were full of new and difficult words.

Item 7 asked students whether the passages in ENE were interesting and motivating. Of the total sample size, 2.4% and 9.2% agreed to a great extent and agreed to some extent respectively; 84.7% and 3.7% disagreed and had no opinion respectively. Their replies to this item reflected that very few students (11.6%) reacted positively and a large number of them negatively to ENE passages. On the other hand, with regard to specific ENE passages, students were asked to say if there were any motivating and interesting passages (item 8). In response to this question, 65.0% of the respondents reported the presence of some interesting and motivating reading passages, and 35.0 % said there were none of interest. Those who stated that there were some interesting passages in ENE were asked to list the unit (s) or title (s) of the passages (item 9), and their replies are summarized below:

Table 9: Interesting and motivating ENE passages selected by students.

Selected Passages	M	F	T
Sex ! Not So Loud(UNIT 6)	4 3.8 %	1 1.1%	5 2.6%
Sex ! Not So Loud (unit 6) and A Healthy Way of Life (Unit 16)	16 15.4 %	5 5.7%	21 11.0%
Leaving Home (Unit 1) and The Split (Unit 12)	22 21.4%	18 20.7%	40 20.9%
The Split (Unit 12) and A Healthy Way of life	23 22.1%	31 35.6%	54 28.3%
Leaving Home, The Split, and A Healthy Way of Life	39 37.5%	32 36.8%	71 37.2%
Total	104 100.0%	87 100.0%	191 100.0%

The above table indicated that a few of those responding to this question (26 students-13.6%) showed any interest in the passage on sex matters. And among the selected passages, 'The Split' appeared to be the most popular one followed by 'A Healthy Way of Life' and 'Leaving

Home' which were selected by 86.4%, 76.5% and 58.1% respectively. As two of these are fiction, the replies of the respondents to item 9 correlated with item 18 and part two of the questionnaire. In item 18, (refer to table 11) and part two of the questionnaire (refer to tables 22, 23 and 24), the respondents gave priority to fiction over non fiction, and the response to item 9 indicated that the passage entitled 'The Split' was chosen by a large number of students. With regard to the passage 'A Healthy Way of Life' which is about sports, more than half of the respondents chose it; this was also true in the reading preference inventory section where 94.2% (refer to table 17) of the total sample size showed positive attitudes towards sports. Concerning the passage 'Sex ! Not So Loud', the replies of the respondents to item 9 correlated with item 13 (refer to Appendix D item 13) where the students showed only a limited interest in the passage on this topic.

In addition to ENE Pupil's Book, there is another English course book, ENE Pupil's Reader, which was published in 1989. The objective of the ENE Pupil's Reader was to equip students with the necessary reading skills. The book comprises a number of reading passages, vocabulary, poems and various exercises. Most of the passages, in my opinion and according to the replies of the students given in table 10, were interesting and appropriate to the level of the

students. However, as I observed in the four secondary schools under study, hardly any of the students had the chance to read ENE Pupil's Reader. It was also supported by the replies of the students to item 10. The responses to item 10 showed that only 13.6% of the total sample size read ENE Pupil's Reader. Those who replied positively to item 10 were asked to indicate their preference for ENE Pupil's Reader and ENE Pupil's Book (item 11). According to the replies, no one chose the latter; the ENE Pupil's Reader was chosen by all of the respondents. Regarding the reasons for choosing ENE Pupil's Reader (item 12), students' replies are summarized in the following table.

Table 10: Reasons for choosing ENE Pupil's Reader

Reasons	M	F	T
12.1 The passages are more interesting and motivating	4 11.8%	1 16.7%	5 12.5%
12.2 The vocabulary is easier to understand	-	-	-
12.3 I learn more from the passages	-	-	-
12.4 The passages are selected from different areas	-	-	-
12.1, 12.2 and 12.3	9 26.5%	2 33.3%	11 27.5%
12.1, 12.3 and 12.4	6 17.6%	1 16.7%	7 17.5%
12.1, 12.2, 12.3 and 12.4	15 44.1%	2 33.3%	17 42.5%
Total	34 100.0%	6 100.0%	40 100.0%

To sum up, regarding ENE Pupil's Book reading passages, the replies obtained from the respondents clearly depicted that the students had negative attitudes towards the passages. As indicated in Appendix D item 5, more than half of the respondents (165 students:56.1 %) felt that the passages were difficult to understand and a large number of students (84.7%) reported that most of the passages were

demotivating and uninteresting (refer to Appendix D item 7). Where interest was shown it was in passages that told a story or about sports reinforced by my findings in section 4.4. Among those who read ENE Pupil's Reader, the replies indicated that nobody showed a positive attitude towards ENE Pupil's Book, but all of them expressed their positive feeling for ENE Pupil's Reader.

4.2.2 Students' Leisure Reading

Questions 17,18,19,20 and 23 aimed at drawing information on students' leisure reading. Item 17 asked students whether or not they liked reading materials which were not related to their academic subjects in their free time. In response to this question, positive replies were obtained from the respondents. Almost 82.3% of the total sample responded positively and 17.7% negatively. Of those who replied positively to item 17, 78.9% preferred reading 'fiction' and 21.1% preferred 'facts' (item 18). Their replies are as follows:

Table 11: Students' preference for 'fiction' and 'facts'.

	M	F	T
18.1 Fiction	88 67.2%	103 92.8%	191 78.9%
18.2 Facts	43 32.8%	8 7.2%	51 21.1%
Total	131 100.0%	111 100.0%	242 100.0%

According to the replies given in table 11, many of the respondents (78.9 %) were interested in reading 'fiction'. The responses to item 9 and part two of the questionnaire also reflected the same fact as item 18. In item 9, the passage entitled 'The Split', which was extracted from a play "The Opportunity", was chosen by the majority of the respondents (refer to table 9). In part two of the questionnaire, 'detective and adventure stories' were the two top choices for males and 'love story and humour' for females (refer to tables 22, 23, and 24). This indicated that the results of item 18 correlated with that of item 9 and part ^{two} of the questionnaire.

With regard to types of reading materials, item 19 asked students to reflect their reaction, and according to their responses, fiction books and magazines have been chosen by 33.9 % and 28.5 % respectively. The following table shows their responses to item 19.

Table 12: Students' responses as to which types of reading materials they preferred.

	M	F	T
19.1 Fiction books	52 39.7%	30 27.0%	82 33.9%
19.2 Magazines	30 22.9%	39 35.1%	69 28.5%
19.3 Newspapers	10 7.6%	13 11.7%	23 9.5%
19.1 and 19.2	20 15.3%	14 12.6%	34 14.0%
19.2 and 19.3	17 13.0%	15 13.5%	32 13.2%
Religion books	2 1.5	-	2 0.8%
Total	131 100.0%	111 100.0%	242 100.0%

According to the above table, next to fiction books and magazines, 14.0 % of the respondents chose the two types of reading materials in combination. The table also indicated that more students preferred to read magazines than newspapers. In the past, compared to newspapers, the number of magazine publications were limited, but at present, magazines have flooded our town. Thus the increase number of magazines seems to attract a lot of people. Newspapers remain rather scarce and of low quality.

Those students who preferred to read magazines and newspapers were asked to point out which sections of them they liked best (item 20). The following table shows their responses to this item.

Table 13: Students' responses as to which sections of magazines and newspapers they liked best.

	M	F	T
20.1 sports	18 23.4%	9 11.1%	27 17.1%
20.2 News	4 5.2%	3 3.7%	7 4.4%
20.3 Editorials	2 2.6%	-	2 1.3%
20.4 Cultural Passages	11 14.3%	14 17.3%	25 15.8%
20.5 Humorous Passages	30 39.0%	43 53.1%	73 46.2%
20.1 and 20.4	3 3.9%	2 2.5%	5 3.2%
20.1, 20.4 and 20.5	9 11.7%	10 12.3%	19 12.0%
Total	77 100.0%	81 100.0%	158 100.0%

Table 13 showed that almost half of the students preferred to read humorous passages followed by sports and cultural passages. These reading areas have also been chosen by the respondents in the reading preference inventory section. Their replies, according to tables 17, 18 and 19, indicated that they had positive attitudes towards humour, sports and

culture. Thus, the replies to item 20 correlated with the results of the reading preference inventory. On the other hand, the students had negative attitudes towards news and editorials. With regard to news, the students indicated that they didn't like reading this section. In my opinion, this is because they might feel that they had other possible media for news, such as radio, TV., etc.

Item 23 was meant to gather information about the sources for the reading materials students read in their free time. The replies showed that the largest group of the respondents borrow reading materials from their friends. Their replies to item 23 are summarized below:

Table 14: Sources for reading materials

	M	%	F	%	T	%
23.1 From the school library	-		-		-	
23.2 From other libraries	23	17.6	18	16.2	41	16.9
23.3 From my parents	12	9.2	8	7.2	20	8.3
23.4 From my friends	34	26.0	37	33.3	71	29.3
23.2 and 23.4	29	22.1	22	19.8	51	21.1
23.2,23.3 and 22.4	33	25.2	26	23.4	59	24.4
Total	131	100.0	111	100.0	242	100.0

The above table reflected that a significant number of students borrow reading materials from their friends. I suspect that the reading materials borrowed from friends are most often magazines and newspapers - and this is because of the low price of these materials. In our situation, books are too expensive. Thus, many students might be in a position to buy magazines and newspapers, and this could be one of the reasons why a lot of students indicated the possibility of borrowing reading materials from their friends. The fact that students mainly borrow from each other is also a reflection of the failure of our libraries in Addis Ababa (refer to table 14).

4.2.3 Choice of Language

To the question ' In what language do you most often read in your free time ?' (item 21), almost all of the respondents (96.3 %) replied that they read in Amharic. This result indicated that little emphasis was given to English written materials. Although it is obvious that people would choose their most proficient language, students should also be in a position to read more English written materials. More materials in English need to be made available. Unless students are encouraged to read English written materials, they can't improve their English.

This finding contradicted that of Tamene (1992) in ' A Survey of the Leisure Reading Interests of Addis Ababa University Students '. 69.6 % of his respondents said they preferred to read in English. With regard to this percentage, Tamene himself felt that it was exaggerated. For further verification of the students' response, he asked the librarians to forward their opinions regarding the language in which the students chose to read.

Of the 9 librarians who responded to this question, 6 of them said that the students choose to read in Amharic, 2 respondents said the students choose to read in both language and 1 librarian said the students choose to read in English. Moreover interviews made with the librarians in the Ethiopian collection and circulation desk indicated that more students borrow

Amharic fiction than English fiction for the purpose of leisure reading ... (p. 39).

In the present study, those students who reacted to item 21 by ticking 'Amharic' were asked to give their reasons for reading in Amharic. According to their replies, 39.5 % and 25.8 % of the respondents indicated their familiarity with the language (Amharic) and the availability of Amharic written materials to be the major reasons respectively. Their replies are summarized below:

Table 15: The reasons, as indicated by the respondents, for reading materials in Amharic in their free time.

	M		F		T	
22.1 Amharic is more familiar to me than English	42	33.9%	50	45.9%	92	39.5%
22.2 The culture is familiar to me	7	5.6%	9	8.3%	16	6.9%
22.3 Amharic written materials are easily available	39	31.5%	21	19.3%	60	25.8%
22.4 Amharic stories are more interesting than English stories	-		-		-	
22.1 and 22.3	9	7.3%	7	6.4%	16	6.9%
22.1,22.2 and 22.3	27	21.8	22	20.2%	49	21.0%
Total	124	100.0%	109	100.0%	233	100.0%

Thus, those concerned with English teaching need to make sure that materials in English are more easily available and are of such interest as to overcome the language barrier.

Background Factors and Their Effect
on Reading Preference

4.3.1 Sex, Culture and Reading
Preference

With regard to sex, Tamene (1992) tried to point out that there wasn't any significant difference in the respondents' leisure reading interests. Martz (1971) also came to similar conclusions (refer to chapter two). In the present study, the replies of the respondents indicated that both males and females preferred the same reading areas but there was a significant difference in the ranking order; for instance, 'love story' was chosen 1st by females but 4th by males (refer to table 21).

In order to select appropriate reading passages for the language classroom reading lesson, there are a lot of factors, such as sex, age, ability, family background, environment, culture, etc. which should be taken into account. These and other factors play a significant role in shaping students' reading tastes. Regarding culture, four questions (items 13-16) were designed in the present study.

There was one reading passage entitled 'Sex ! Not So Loud' in ENE Pupil's Book, grade 11, and students were asked whether or not they liked reading it (item 13). According to

their replies, 10.2 % of the respondents replied positively and 89.8 % negatively. The replies of the respondents to item 13 correlated with that of item 9, i.e. in item 9 and 13 the respondents showed negative attitudes towards the passage ' Sex ! Not So Loud'. Students were also asked to react as to whether they could openly discuss matters on sex with their teachers and classmates (item 14). In response to this item, 3.1 % (only males) and 11.6 % of the students reported that they could discuss with their teachers and classmates respectively.

In addition, item 15 asked students if they liked reading materials on sex matters, such as sex fiction, sex techniques and performances, etc. Only 15.3 % of the students reacted positively and the rest negatively. Those who responded negatively to item 15 were asked to indicate the reasons for having negative attitudes towards such materials. Their responses are summarized below.

Table 16: Reasons for having negative attitudes towards reading materials on sex matters.

	M		F		T	
16.1 Such materials are not acceptable in our culture	7	6.5%	10	7.1%	17	6.8%
16.2 Such materials are not acceptable in my religion	49	45.4%	53	37.6%	102	41.0%
16.3 I feel shy when I read such materials	3	2.8%	5	3.5%	8	3.2%
16.4 My parents won't allow me to read such materials	2	1.9%	2	1.4%	4	1.6%
16.1 and 16.2	26	24.1%	27	19.1%	53	21.3%
16.1, 16.2, 16.3	9	8.3%	13	9.2%	22	8.8%
16.1, 16.2, 16.3 and 16.4	12	11.1%	31	22.0%	43	17.3%
Total	108	100.0%	141	100.0%	249	100.0%

As far as the reasons for having negative attitudes towards those materials on sex matters were concerned, according to the above table, the highest percentage (41.0 %) was due to religion followed by religion and culture in combination. From here one can infer that students have given emphasis to their religion and culture. In the Ethiopian culture, reading or talking on sex matters is regarded as taboo. But,

at present, it seems to show some progress among the youngsters - and this was clearly reflected in the same chapter of the present study where students appeared to have positive attitudes towards sex education (refer to tables 17, 18, and 19).

To sum up, the replies to items 13 - 16 reflected students' reaction and attitudes towards reading materials which were purely on sex matters. The responses of the students highlighted how negative they were towards such materials. Even I, the researcher, share the same opinion with the students. For instance, regarding the passage entitled 'Sex ! Not So Loud' which was asked about under item 13, I have never taught it; I have always left it for the students to read alone.

4.3.2 Religion, Field of Study and Reading Preference.

No clear effect, except for reading materials on sex matters, was seen in the students' reading preferences and attitudes in relation to religion. The responses of the students to those questions about purely sex matters were negative especially for all protestants and many moslems. For instance, out of the 36 protestants, nobody had a positive interest for such reading materials. Many of the

the basic reason for having a negative attitude towards those materials on sex matters (refer to table 16). But in the case of sex education, the attitudes of the students appeared to be, to some extent, positive; they, according to tables 17, 18 and 19, were not as negative for sex education as for sex fiction, sex techniques and performances, etc.

As far as the effect of field of study on students' reading preferences and attitudes was concerned, a cross check was made with some topics like instructions, environment, research and technology and facts. But no significant impact was found. In both cases, i.e. the academic and technical and vocational fields, the students showed the same attitudes towards the given reading topics.

4.4 Reading Preferences Based on Selection of Topics, Titles and Texts

4.4.1 Defining Attitudes and Preference and Describing Problems of Measuring

'Positive and negative attitudes', as used in the present study, are seen in relation to the sum of the number of respondents (1st -10th choices) who chose a certain reading topic, title or text. Thus, if more than half of the respondents chose a given topic in their first ten choices, this shows that the majority of them liked reading it, to

some extent, and therefore had a positive attitude towards the topic. On the other hand, if less than half of the respondents chose a certain topic, it indicates that most of the respondents didn't like reading it, and therefore had a negative attitude towards the topic. For instance, according to table 17, 'biography' has been selected somewhere among the top ten choices by 127 male respondents (85.2 %), and this shows that the students had a positive attitude towards 'biography'. Where as in the case of 'animal story', only 3 students (2.0 %) have selected it, and this reflects that almost none of them were interested in reading this topic. Therefore, they had a negative attitude towards 'animal story'.

The terms attitude and preference are inseparable. If someone, for instance, has a positive attitude towards something, he /she has also a preference for it. 'Preference', in the present study, is seen in relation to the strength of individual choices, i.e. unlike 'attitude', the comparison is made among the various topics, titles and texts in relation to the 1st choice, 2nd choice, etc. In the case of 'attitude', the question is : how many students chose each topic from 1st - 10th choices ? This refers to the sum of the number of respondents of the ten choices. But with regard to 'preference', the question is: which topic has got the largest number of respondents in the 1st choice, 2nd

choice, or 3rd choice ? Here, the sum of choices is not taken into account. Obviously if someone selects a topic as 9 or 10th choice then, while his attitude is not negative, it doesn't show a strong preference compared to the 1st and 2nd choices. Thus, a topic which was chosen by the largest number of students as their first choice is seen as the most popular and therefore is their first reading preference. For instance, according to table 22, the topic which was chosen by a large number of female respondents as their 9th choice is 'detective story', therefore, it is their 9th preference among the top ten reading topics, but the 5th choice in relation to reading attitudes (refer to tables 22 and 17 respectively).

In order to clearly identify students' reading preferences, based on tables 22, 23 and 24, different ways of ranking order have been tried, i.e. ranking is made in relation to the sum of the 10 choices (1st - 10th: refer to table 17), the first five choices (1st - 5th: refer to table 20) and finally in relation to individual choices (1st, 2nd, etc. : refer to table 22). When we examine these different ways of measuring, we find different rankings for each topic. For instance, according to the above mentioned three ways of ranking, 'biography' for females is the 6th, 8th and 4th choice respectively. Although the ranking orders in the three ways are different, the important thing is, the top ten reading topics, titles and texts remain similar in all cases, and

clear patterns do emerge showing clearly that certain topics are universally popular and others universally unpopular. These will be discussed in the results that follow.

4.4.2 Students Attitudes towards the Given Topics, Titles and Texts

Part two of the questionnaire, as stated in the previous chapter, was designed to discover students' reading attitudes and identify their reading preferences. Based on the reading preference inventory, section 1,2, and 3, students' reading attitudes towards the given reading topics, titles and texts are summarized in the following three tables:

Table 17: Students' attitudes towards the given reading topics.

Topics		Number of respondents who selected the topics as among their top ten choices					
		M	%	F	%	T	%
<i>Positive attitude</i>	Adventure story	149	100%	132	91.0%	281	95.6
	Detective story	147	98.7	137	94.5	284	96.6
	Research and Technology	141	94.6	138	95.2	279	94.9
	Love story	149	100.0	145	100.0	294	100.0
	Humour	133	89.3	145	100.0	278	94.6
	Health	149	100.0	144	99.3	293	99.7
	Sports	149	100.0	128	88.3	277	94.2
	Biography	127	85.2	132	91.0	259	88.1
	Culture	135	90.6	108	74.5	243	82.7
	Sex education	106	71.1	91	62.8	197	67.0
<i>Negative attitude</i>	Instructions	34	22.8	50	34.5	84	28.6
	Environmental protection	32	21.5	41	28.3	73	24.8
	Poems	16	10.7	16	11.0	32	10.9
	Religion	18	12.1	30	20.7	48	16.3
	Animal Story	3	2.0	7	4.8	10	3.4
	School Subjects	2	1.3	3	2.1	5	1.7
	Politics	-	-	-	-	-	-

Table 18: Students' attitudes towards the given titles.

Titles		Number of respondents who choose the titles					
		M	%	F	%	T	%
Positive attitude	The Adventures of Abdissa Aga	149	100.0	132	91.0	281	95.6
	The Secret of the Murder at the Hotel	146	98.0	137	94.5	283	96.3
	Have you heard about the invention of a telephone which transmits both sound and picture ?	141	94.6	138	95.2	279	94.9
	Love unto Death	148	99.3	145	100.0	293	99.7
	Your Fun Page	133	89.3	145	100.0	278	94.6
	How to prevent Malaria	149	100.0	144	99.3	293	99.7
	Marathon in Ethiopia	149	100.0	128	88.3	277	94.2
	The Life History of Bizunesh Bekele	127	85.2	130	89.7	257	87.4
	Wedding Ceremonies among the Gurages	135	90.6	108	74.5	243	82.7
	Controlling Unexpected Pregnancy	106	71.1	89	61.4	195	66.3
Negative attitude	How to operate a gas cylinder	34	22.8	50	34.5	84	28.6
	Let's protect our soil	32	21.5	41	28.3	73	24.8
	Poems at the wedding	16	10.7	16	11.0	32	10.9
	Life after death	18	12.1	30	20.7	48	16.3
	The greedy dog	2	1.3	7	4.8	9	3.1
	'Productive forces and productive relations' or 'Mount Everest' or 'Gravitational force'	2	1.3	3	2.1	5	1.7
	Ethiopian Politics	-	-	-	-	-	-

Table 19: Students' attitudes towards the given reading texts.

Reading topics based on the texts		Number of respondents who chose the texts					
		M	%	F	%	T	%
Positive attitude	(G) Adventure Story	149	100.0	130	89.7	279	94.9
	(J) Detective Story	147	98.7	137	94.5	284	96.6
	(M) Research and Technology	140	94.0	138	95.2	278	94.6
	(E) Love Story	149	100.0	145	100.0	294	100.0
	(L) Humour	133	89.3	145	100.0	278	94.6
	(N) Health	146	98.0	144	99.3	290	98.6
	(O) Sports	148	99.3	128	88.3	276	93.9
	(C) Biography	126	84.6	132	91.0	258	87.8
	(I) Culture	135	90.6	108	74.5	243	82.7
Negative attitude	(K) Sex Education	104	69.8	91	62.8	195	66.3
	(B) Instructions	34	22.8	50	34.5	84	28.6
	(H) Environmental Protection	32	21.5	41	28.3	73	24.8
	(F) Poems	16	10.7	16	11.0	32	10.9
	(D) Religion	18	12.1	30	20.7	48	16.3
	(A) Animal Story	3	2.0	7	4.8	10	3.4

According to table 17, 18, and 19, both male and female respondents have positive attitudes towards adventure story, detective story, research and technology, love story, humour, health, sports, biography, culture and sex education. As can be seen in these three tables, adventure and love stories health and sports are chosen almost by all male respondents followed by detective stories. In the case of females, love

story and humour have been chosen by all of them followed by health. This indicates that adventure story, love story, health, sports, research and technology and detective story are the most popular reading topics for males, and love story, humour, health, research and technology and detective story for females.

In short, according to tables 17, 18 and 19, male and female respondents have positive attitudes towards the above mentioned 10 reading topics. On the other hand, both males and females have negative attitudes towards instructions, religion, environmental protection, animal story, school subjects, poems and politics.

Although it seems difficult to forward definite reasons why most of the students had negative attitudes towards the above mentioned 7 reading topics, I could hypothesize the reasons for some of them as follows:

In Ethiopia, for the last 17 years, the previous government followed strictly Marxism Leninism as its guiding principle, and a lot of people became Marxist followers. Even the religious leaders were in a position to put their hands in the Ethiopian political system. Religious institutions were put in the hands of some government and

party officials. Many people, in general and the youngsters, in particular, avoided visiting churches and mosques. Party members, including their family, stopped following their religion; for instance, they didn't baptize their new born child . These and other situations made the people develop negative attitudes towards religion. Therefore, this could be one of the reasons why the respondents in the present study had a low interest for religion.

In addition, the past political system has also contributed a lot to the students' negative interest in 'politics'. For the last 17 years, the life of the people was not free from war, and the youngsters were the first victim of this unjust war. Thus, in the present study, nobody had positive attitudes towards 'politics', and this might be due to the fact that they see 'politics' in relation to war or dogma.

The degree of exposure to some reading materials has also a lot of significance in shaping students' reading interests and preferences. With regard to 'environmental protection', our students do not have the opportunity to read materials on environment and environmental protection in and outside their schools. This might be due to shortage of materials or lack of encouragement. In addition, this factor has also influenced their reading tastes for poems. When we

visit libraries, bookstores, bookshops, street markets, etc., prose writing^s dominate. Much attention seems to be given to prose writing, and this indicates that students haven't the chance to read poems. Therefore, degree of exposure to reading materials influences a student's ability to develop a positive or negative attitude towards a given reading topic or title.

Degree of maturation is also another factor which shapes students' reading tastes. And that is why Hildreth said: "Children's tastes in books alter with new interest which reflect the new stage of maturation they have reached..." (1961:501). When we compare Chiu's study on primary school students' reading preference with the present study, the degree of maturation is clearly reflected in both studies. With regard to the topic 'animal story', for instance, both males and females, in the present study, had negative attitudes. On the other hand, in Chiu's study, 'animal story' was the 7th and 5th choices for males and females respectively. And these studies show that students' reading interests and preferences are shaped by their age.

4.4.3. Students Reading Preferences Based On the Ranking Order

In addition to reflecting students' reading attitudes, part two of the questionnaire, sections 1,2, and 3, were helpful to identify the kinds of reading materials students most prefer to read. As stated in chapter 3, students were asked to choose and rank 10 best reading topics, titles and texts. As indicated in tables 17, 18 and 19, both males and females have chosen the same reading topics: detective story, humour, health, adventure story, sports, research and technology, sex education, love story, culture and biography. These were the 10 reading topics selected by both male and female respondents. But as far as the ranking order is concerned, males and females didn't show the same rank order.

Tables 22,23 and 24, on pages 75 , 76 , and 77, showed that male respondents preferred the following reading topics in descending order of popularity: detective story, adventure story, research and technology, love story, humour, health, sports, biography, culture and sex education. Female respondents preferred love story, humour, health, biography, research and technology, sports, culture, sex education, detective story and adventure story, in descending order.

As can be seen from their replies, 'detective story' and 'love story' were the first choices for males and females respectively. From here, I could infer that females by their nature are not attracted by stories which are full of horrible events and sufferings. Their feminine nature doesn't allow them to entertain themselves with those characters who are suffering a lot in stories, films, plays, etc. And this might be one of the reasons why female respondents, in the present study, put detective and adventure stories lower than love story and humour.

When classifying the 17 reading topics given in the reading preference inventory, they can be grouped under 'facts' (11 topics) and 'fiction' (6 topics). With regard to 'facts', of the 11 topics, 6 topics were selected and included in the top ten reading choices. As far as 'fiction' is concerned, of the 6 topics, 4 topics were chosen by the students. This indicates that students are more interested in reading 'fiction' than 'facts', and this is correlated with item 18 of part one of the questionnaire. Item 18 was designed to draw information on students' preference for 'fiction' and 'facts'. Their replies to item 18 reflected that 78.9 % of the students preferred to read 'fiction' and 21.1 % 'facts' (refer to table 11).

4.4.4 Comparison between the First Five and the Top Ten Choices

This section was designed to examine how far the replies of the respondents, when measured in different ways, correlated with each other. In the previous section, based on tables 22,23 and 24, top ten reading topics, titles and texts were identified. This section was dedicated to see the relationship between these top ten reading topics and the sum of the number of respondents for the first five choices, and this is clearly reflected in the following tables:

Table 20: The sum of the first five choices

Topics	Male			Female		
	No of Res	%	Rank	No of Res	%	Rank
Detective Story	125	83.9	1 st	84	57.9	5 th
Adventure Story	125	83.9	1 st	75	51.7	6 th
Research and Technology	94	63.1	3 rd	94	64.8	4 th
Sports	93	62.4	4 th	60	41.4	7 th
Health	91	61.1	5 th	97	66.9	2 nd
Humour	74	49.7	6 th	97	66.9	2 nd
Love Story	71	47.7	7 th	109	75.2	1 st
Biography	24	16.1	8 th	51	35.2	8 th
Culture	17	11.4	9 th	25	17.3	9 th
Sex education	10	6.7	10 th	13	9.0	10 th
Instructions	9	6.0	11 th	7	4.8	11 th
Environmental protection	7	4.7	12 th	2	1.4	13 th
Poems	2	1.3	13 th	2	1.4	13 th
Religion	2	1.3	13 th	7	4.8	11 th
School subjects	1	0.7	15 th	-	-	-
Animal Story	-	-	-	1	0.7	15 th
Politics	-	-	-	-	-	-

Table 21: The top ten reading topics

Topics	Rank	
	Male	Female
Detective Story	1 st	9 th
Adventure Story	2 nd	10 th
Research and Technology	3 rd	5 th
Love Story	4 th	1 st
Humour	5 th	2 nd
Health	6 th	3 rd
Sports	7 th	6 th
Biography	8 th	4 th
Culture	9 th	7 th
Sex education	10 th	8 th

According to the above two tables those reading topics which have got positive attitudes by the respondents in table 20 have also got the same attitude in table 21, and this indicated that the results of the two tables reinforce each other. But, with regard to the ranking order, there were some variations. For instance, in table 21, 'love story' was the 4th choice for males but it became the 7th choice in table 20; 'detective story' was the 9th choice in table 21 for females but the 5th choice in table 20. The difference in the ranking order of the reading preferences, as put in table 20 and 21, arose because, in the case of table 20, the ranking

order was made in terms of the sum of the number of respondents for the first five choices, where as in table 21, the ranking order was not made in relation to the sum of choices; it was concentrating on individual choices, such as 1st choice, 2nd choice. etc.

Table 23: Students' Reading Preference inventory in terms of titles

○ Refers to the title which is chosen by a large no. of students in terms of 1st choice, 2nd choice, etc.

Titles		1 st Choice		2 nd Choice		3 rd Choice		4 th Choice		5 th Choice		6 th Choice		7 th Choice		8 th Choice		9 th Choice		10 th Choice	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
The Adventures of Abdisso Aga	NO of Respond. 34 % 22.8	20	34	20	18	14	18	12	16	9	10	11	8	11	4	13	2	1	-	-	27
The Secret of the Murder at the Hotel	NO of Respond. 40 % 26.8	19	30	18	14	16	15	10	25	20	3	9	11	6	8	9	-	21	-	9	6.2
Love unto Death	NO of Respond. 2 % 1.3	22	8	21	10	22	31	21	20	23	18	14	18	16	23	6	11	-	7	-	-
Your Fun Page	NO of Respond. 11 % 7.4	21	3	23	10	11	20	20	30	22	13	12	11	12	12	9	5	13	18	2	1.4
How to Prevent Malaria	NO of Respond. 12 % 8.1	15	18	20	16	27	27	21	18	15	19	17	15	17	9	8	7	2	8	2	1.4
Have you Heard about the Invention of a Telephone ---?	NO of Respond. 13 % 8.7	20	23	17	34	15	9	18	15	24	16	11	11	11	9	8	2	9	9	5	3.4
Marathon in Ethiopia	NO of Respond. 28 % 18.8	13	21	14	18	11	18	11	8	11	12	18	21	19	9	10	14	18	-	3	2.1
The Life History of Bizunesh Bekele	NO of Respond. 3 % 2.0	6	2	7	9	9	4	23	6	4	16	15	16	14	29	19	26	19	16	14	9.7
Wedding Ceremonies among the Gurages	NO of Respond. 1 % 0.7	3	2	1	8	7	2	4	4	10	12	8	14	22	14	14	37	19	39	20	13.1
Controlling Unexpected Pregnancy	NO of Respond. 1 % 0.7	1	1	1	4	7	3	2	1	2	7	10	9	7	8	21	30	20	42	18	12.4
How to Operate a Gas Cylinder	NO of Respond. 2 % 1.3	-	1	1	4	4	1	1	1	1	10	6	6	3	4	6	2	11	3	17	11.7
Let's Protect Our Soil	NO of Respond. 2 % 1.3	-	1	-	2	1	1	-	1	1	6	4	7	2	6	11	1	7	5	15	10.3
Poems at the Wedding	NO of Respond. - % -	1	-	-	1	-	-	1	1	-	4	3	-	1	8	3	1	2	1	5	3.4
Life after Death	NO of Respond. - % -	2	-	1	1	1	-	1	1	2	1	6	1	3	5	7	8	2	1	5	3.4
The Greedy Dog	NO of Respond. - % -	-	-	-	-	-	-	-	-	1	1	-	-	-	1	1	-	1	-	4	2.8
"Productive Forces and Productive Relations"	NO of Respond. - % -	-	-	-	-	-	-	-	-	1	-	-	-	1	-	-	-	-	-	3	2.1

Table 24 : Students' Reading Preference Inventory in terms of texts

○ Refers to the text* which is chosen by a large no. of students in terms of the 1st choice, 2nd choice, etc.

Topics based on texts		1 st choice		2 nd choice		3 rd choice		4 th choice		5 th choice		6 th choice		7 th choice		8 th choice		9 th choice		10 th choice	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Adventure Story	NO. of Respond. / %	35 / 23.5	19 / 13.1	39 / 26.2	20 / 13.8	18 / 12.1	14 / 9.7	17 / 11.4	12 / 8.3	16 / 10.7	9 / 6.2	11 / 7.4	11 / 7.6	8 / 5.4	11 / 7.6	3 / 2.0	12 / 8.4	2 / 1.3	1 / 0.7	-	21 / 14.5
Detective Story	NO. of Respond. / %	39 / 26.2	19 / 13.1	31 / 20.8	19 / 13.1	14 / 9.4	16 / 11.0	15 / 10.1	10 / 6.9	24 / 17.4	20 / 13.8	3 / 2.0	9 / 6.2	11 / 7.4	5 / 3.4	8 / 5.4	9 / 6.2	-	21 / 14.5	-	9 / 6.2
Love Story	NO. of Respond. / %	2 / 1.3	22 / 15.2	8 / 5.4	21 / 14.5	10 / 6.7	22 / 15.2	32 / 21.5	21 / 14.5	20 / 13.4	23 / 15.9	18 / 12.1	13 / 9.0	19 / 12.8	16 / 11.0	22 / 14.8	7 / 4.8	11 / 7.4	-	7 / 4.7	-
Humour	NO. of Respond. / %	13 / 8.7	21 / 14.5	2 / 1.3	23 / 15.9	11 / 7.4	11 / 7.6	18 / 12.1	20 / 13.8	30 / 20.1	20 / 15.2	13 / 8.7	12 / 8.3	12 / 8.3	12 / 7.4	11 / 7.4	9 / 6.2	5 / 3.4	13 / 9.0	18 / 12.1	2 / 1.4
Health	NO. of Respond. / %	11 / 7.4	15 / 10.3	19 / 12.8	19 / 13.1	15 / 10.1	27 / 18.6	25 / 16.8	21 / 14.5	18 / 12.1	14 / 9.7	19 / 12.8	17 / 11.7	15 / 10.1	18 / 12.4	10 / 6.7	8 / 5.5	7 / 4.7	2 / 1.4	7 / 4.7	3 / 2.1
Research and Technology	NO. of Respond. / %	12 / 8.1	20 / 13.8	23 / 15.4	16 / 11.0	33 / 22.1	15 / 10.3	10 / 6.7	19 / 13.1	15 / 10.1	24 / 16.6	16 / 10.7	11 / 7.6	11 / 7.4	11 / 7.6	9 / 6.0	8 / 5.5	2 / 1.3	9 / 6.2	9 / 6.0	5 / 3.4
Sports	NO. of Respond. / %	27 / 18.1	13 / 9.0	20 / 13.4	15 / 10.3	17 / 11.4	11 / 7.6	20 / 13.4	10 / 6.9	8 / 5.4	11 / 7.6	12 / 8.1	19 / 13.1	21 / 14.1	19 / 13.1	9 / 6.0	9 / 6.2	14 / 9.4	18 / 12.4	-	3 / 2.1
Biography	NO. of Respond. / %	3 / 2.0	8 / 5.5	2 / 1.3	7 / 4.8	9 / 6.0	9 / 6.2	4 / 2.7	23 / 15.9	6 / 4.1	5 / 3.4	16 / 10.7	15 / 10.3	15 / 10.1	14 / 9.7	29 / 19.5	19 / 13.1	26 / 17.4	19 / 13.1	14 / 10.7	13 / 9.0
Culture	NO. of Respond. / %	2 / 1.3	3 / 2.1	2 / 1.3	1 / 0.7	7 / 4.7	7 / 4.8	2 / 1.3	4 / 2.8	4 / 2.7	10 / 6.9	12 / 8.1	8 / 5.5	12 / 8.1	22 / 15.1	14 / 10.7	15 / 10.3	39 / 26.2	19 / 13.1	39 / 26.2	19 / 13.1
Sex Education	NO. of Respond. / %	1 / 0.7	1 / 0.7	1 / 0.7	1 / 0.7	4 / 2.7	7 / 4.8	3 / 2.0	2 / 1.4	1 / 0.7	2 / 1.4	7 / 4.7	10 / 6.9	9 / 6.0	7 / 4.8	8 / 5.4	21 / 14.5	28 / 18.8	20 / 13.8	22 / 14.5	20 / 13.8
Instructions	NO. of Respond. / %	2 / 1.3	-	1 / 0.7	1 / 0.7	4 / 2.7	4 / 2.8	1 / 0.7	1 / 0.7	1 / 0.7	1 / 0.7	10 / 6.7	6 / 4.1	6 / 4.0	3 / 2.1	4 / 2.7	5 / 3.4	2 / 1.3	11 / 7.6	3 / 2.0	18 / 12.4
Environmental Protection	NO. of Respond. / %	2 / 1.3	-	1 / 0.7	-	2 / 1.3	1 / 0.7	1 / 0.7	-	1 / 0.7	1 / 0.7	6 / 4.0	4 / 2.8	7 / 4.7	2 / 1.4	6 / 4.0	11 / 7.6	1 / 0.7	7 / 4.8	5 / 3.4	15 / 10.3
Poems	NO. of Respond. / %	-	1 / 0.7	-	-	1 / 0.7	-	-	1 / 0.7	1 / 0.7	-	4 / 2.7	3 / 2.1	-	1 / 0.7	8 / 5.4	3 / 2.1	1 / 0.7	2 / 1.4	1 / 0.7	5 / 3.4
Religion	NO. of Respond. / %	-	2 / 1.4	-	1 / 0.7	1 / 0.7	1 / 0.7	-	1 / 0.7	1 / 0.7	2 / 1.4	1 / 0.7	6 / 4.1	1 / 0.7	3 / 2.1	5 / 3.4	7 / 4.8	8 / 5.4	2 / 1.4	1 / 0.7	5 / 3.4
Animal Story	NO. of Respond. / %	-	-	-	-	-	-	-	-	-	1 / 0.7	1 / 0.7	-	-	-	1 / 0.7	1 / 0.7	1 / 0.7	1 / 0.7	-	4 / 2.8

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

This study has attempted to investigate and identify grade 11 students' reading attitudes and preferences. To achieve its objective, a questionnaire was designed and administered to the students. Part two of the questionnaire, which attempts to identify students' reading preferences, asked them to choose and rank their 10 best reading areas. In order to cross-check the validity of their responses, the replies were examined in terms of topics, titles and texts. The responses of the students to the given topics, titles and texts proved that there was a good deal of confirmation, i.e., in most cases, what was chosen in the reading preference inventory in terms of topics was also chosen in terms of titles and texts. The study, in addition to identifying what reading materials interest grade 11 students, has also investigated the relationships between reading preference and sex, culture, religion and field of study.

5.2 Conclusions

5.2.1 Students' Attitudes towards the Present English Materials

The replies of the respondents indicated that they have a negative attitude towards ENE Pupil's Book reading passages. According to their replies, although they pointed out some interesting ENE passages (refer to table 9), most of the passages are uninteresting and difficult to understand. Though many of the students hadn't read ENE Pupils' Reader, those who had expressed their preference for it.

5.2.2 The Relationship between Background Factors and Reading Preference

5.2.2.1 Sex and Reading Preference

The responses of the students reflected that the students' overall attitudes towards the given reading areas was not affected by sex. Both males and females preferred similar reading areas, i.e. the same top ten reading topics were selected irrespective of sex (refer to table 17, 18 and 19), but there is a difference in ranking within the top ten choices. For instance, 'love story' was ranked 4th by males and 1st by females. For males 'detective story' was ranked 1st but was 9th for females. This finding contradicts to some extent that of Tamene (1992) and

Martz (1971) which assert that there is no significant difference between males and females in their reading interests.

5.2.2.2 Culture and Reading Preference

Regarding culture, most of the students were not interested in reading those materials which were on purely sex matters, such as sex fiction, etc. They also pointed out that religion and culture were the basic reasons for having negative attitudes towards such materials. But they were positive towards sex education.

5.2.2.3 Field of Study and Reading Preference

As far as field of study was concerned, no significant impact was found in the students' reading preferences. The top ten reading areas were selected irrespective of field of study.

5.2.3 Leisure Reading

Most students liked reading materials which were not directly related to their academic subjects in their free time. Almost all of them preferred to read Amharic

materials. This finding again contradicts that of Tamene which stated that most of his respondents preferred reading English written materials.

5.2.4 Students' Attitudes towards the Given Reading Areas

The replies of the students indicated that they had a positive attitude towards detective story, adventure story, love story, research and technology, humour, health, biography, sports, culture and sex education. The study has also showed that the students had a negative attitude towards materials related to instructions, environmental protection, religion, poems, school subjects, animal story and politics. According to tables 17, 18 and 19, love story, health, detective story, adventure story, research and technology, humour and sports were the first seven most popular reading areas to the students in that order.

5.3 Recommendations

Based on the results obtained from the present study, the following recommendations were made.

1. One of the questions which was stated in the statement of the problem (chapter one) was: what types of

passages would be suitable for inclusion in secondary level, in particular in grade 11, textbooks ? As stated in 5.2.4 above, the students have a positive attitude towards the top ten reading topics. Therefore, these top ten reading topics (refer to table 17) would be most suitable for inclusion in the 11th grade level textbooks.

2. Detective, adventure and love stories and humour, all fiction, research and technology, health and sports, all facts, were popular with the students. Thus, there should be far more materials of these types available - both in selected reading passages for textbooks and as extensive readers in school libraries.

3. Political passages and animal stories need to be avoided while selecting reading texts for the language classroom reading lesson for this age group.

4. As the results obtained from the students indicated, almost all of them preferred reading Amharic written materials, which might contribute to the deterioration of their English. Therefore, I recommend that students should be encouraged to read English written materials. This could be possible if, at the earlier stage, i.e. primary 3 - 6, they are provided with sufficient and

interesting Amharic materials and encouraged to read them. This helps them to develop good reading habits and will then shape their attitudes towards English written materials. In addition, students could be encouraged to read English written materials by reading short and interesting extracts in class.

5. Before selecting and presenting reading texts for the language classroom reading lesson, I recommend that a study on students' reading preferences and attitudes should be conducted for other levels and ages. Since rural and urban students couldn't have the same reading preferences, further investigation has to be also conducted on these students.

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APPENDIX A

Questionnaire for Students

Instructions: Read the questions carefully and put "X" in the space provided to show your choice, If you want to select more than one choice, indicate all your choices in the order of their importance.

Example: What do you like to do in your free time?

- A. Playing football X B. Reading Books -- C. Visiting Places ---

If you want to choose more than one choice

- A. Playing football --- B. Reading books 2
C. Visiting places 1

Part I: Background InformationSection 1: Students' Personal Information

1. The name of your school
 - 1.1 Entoto ----- 1.2 Bole ----
 - 1.3 General Winget ---- 1.4 Shimelis Habte
2. Sex: 2.1 Male ----- 2.2 Female -----
3. Field of Study: 3.1 Vocational -----
 - 3.2 Academic (Social Science)
 - 3.3. Academic (Natural Science)
4. Religion: 4.1 Moslem -----
 - 4.2 Orthodox ---- 4.3 If others, specify -----

Section 2: Background information about ENE reading passages

5. The reading passages in ENE, grade 11, are easy to understand. Do you agree?
- 5.1 I agree to a great extent.-----
- 5.2 I agree to some extent -----
- 5.3 I disagree -----
- 5.4 I have no opinion -----
6. If your response to item 5 is " I disagree", what is (are) your reason (s) ?
- 6.1 Some passages are written in difficult English ----
- 6.2 Most (All) of the passages are written in difficult English -----
- 6.3 The passages have too many new and difficult words-----
- 6.4 The passages are too long -----
- 6.5 If other reasons, please specify-----
7. The reading passages in ENE are interesting and motivating. Do you agree?
- 7.1. I agree to a great extent-----
- 7.2 I agree to some extent -----
- 7.3 I disagree -----
- 7.4 I have no opinion
8. Do you remember any passages of interest from ENE(Grade 11)?
- 8.1 Yes ----- 8.2 No -----
9. If your response to item 8 is "Yes", list the unit (s) or title (s)-----
10. Have you read ENE Pupil's Reader (grade 11)?
- 10.1 Yes----- 10.2 No -----
11. If your response to item 10 is "yes", which of the following do you prefer to read?
- 11.1 ENE Pupil's Book (grade 11) -----

- 11.2 ENE Pupil's Reader (Grade 11) -----
12. Why do you prefer it ?
- 12.1 The passages are more interesting and motivating--
- 12.2 The vocabulary is easier to understand -----
- 12.3 I learn more from the passages -----
- 12.4 The passages are selected from different areas --
- 12.5 If other reasons, please specify-----
13. Did you like reading the passage entitled
'Sex ! Not so Loud' which is given in your ENE?
- 13.1 Yes----- 13.2 No -----
14. If you are given a reading passage on Sex matters, such
as sex fiction, sex techniques and performance, etc., do
you openly discuss it with your teacher and classmates?
- With my teacher
- 14.1 Yes -----
- 14.2 No -----
- With my classmates
- 14.3 Yes -----
- 14,4 No -----
15. Do you like reading materials which are related to sex
matters, such as sex fiction, sex techniques and
performances etc.?
- 15.1 Yes ----- 15.2 No -----
16. If your response to item 15 is "No", what is (are) your
reason (s) ?
- 16.1 Such materials are not acceptable in our *culture*
- 16.2 Such materials are not acceptable in my religion
- 16.3 I feel shy when I read such materials -----
- 16.4 My parents won't allow me to read such materials

- 16.5 If others, please specify -----

17. Do you like reading materials which are not directly related to your academic subjects in your free time ?
 17.1 Yes ----- 17.2 No -----
 (If your response to item 17 is " Yes", answer questions 18-23 in relation to it)
18. Which of the following do you prefer to read ?
 18.1 Fiction (eg:- novels, short stories, etc.)-----
 18.2 Facts (eg:- "The Number of Population in Addis Ababa"-----)
19. Which of the following reading materials do you prefer to read ?
 19.1 Fiction books ----- 19.3 Magazines -----
 19.2 Newspapers ----- 19.4 If others, specify----
20. If you like reading magazines and newspapers, which sections of them do you like best?
 20.1 Sports ----- 20.2 News -----
 20.3 Editorials ----- 20.4 Cultural passages -----
 20.5 Humorous passages -----
 20.6 If others, specify-----
21. In what language do you most often read in your free time ?
 21.1 Amharic ----- 21.2 English -----
 21.3 If others, please specify -----
22. If your response to item 21 is "Amharic", what is (are) your reason (s)?
 22.1 Amharic is more familiar to me than English -----
 22.2 The culture is familiar to me -----
 22.3 Amharic written materials are easily available ---
 22.4 Amharic stories are more interesting than English stories -----
 22.5 If others, please specify -----

23. From where do you get the reading materials that you read in your free time?

23.1 From the school library -----

23.2 From other libraries -----

23.3 From my parents -----

23.4 From my friends -----

23.5 If others, please specify-----

Part II: Reading preference inventory

Section 1: Reading preference inventory based on reading topics.

Instruction: From the following reading topics which ten would you prefer to read? Put them in the order of your preference and write the letter of your choice in the space provided.

- A. Adventure Story
- B. Politics
- C. Environmental Protection
- D. Research and Technology
- E. Culture
- F. Humour
- G. Sex Education
- H. Love Story
- I. Instructions : eg;- on how to do (mend) something.
- J. Biography
- K. Poems
- L. Detective Story
- M. Sports
- N. Animal Story
- O. School Subjects
- P. Religion
- Q. Health

1st----- 2nd ----- 3rd----- 4th----- 5th-----
 6th----- 7th----- 8th----- 9th----- 10th-----

Section 2: Reading preference inventory based on reading titles.

Instructions: From the following reading titles, which ten would you choose to read? Put them in the order of your preference and write the letter of your choice in the space provided.

- A. Marathon in Ethiopia
- B. The Secret of the Murder at the Hotel
- C. Poems at the Wedding
- D. The Greedy Dog
- E. How to Prevent Malaria
- F. Controlling Unexpected Pregnancy
- G. Life after Death
- H. Wedding Ceremonies among the Gurages
- I. Your Fun Page: 'Laughter Competition of the Toothless
- J. Have you heard about the invention of a telephone which transmits both sound and picture?
- K. The Adventures of Abdissa Aga
- L. Love unto Death
- M. Ethiopian Politics
- N. Let's protect our Soil
- O. How to operate a gas cylinder
- P. The Life History of Bizunesh Bekele
- Q. Either "Productive Forces and Productive relations" or "Mount Everest" or "Gravitational Force"

1st----- 2nd----- 3rd----- 4th----- 5th-----6th--
 ----- 7th----- 8th----- 9th----- 10th-----

Section 3: Reading preference inventory based on reading texts.

Instructions: You are provided below with short reading texts which are extracted from different areas. Read them

carefully and choose ten reading texts which you would prefer to read and put them in the order of your preference and write the letter of your choice in front of the numbers which are given at the end of the texts.

(A) Once a young crocodile and a monkey lived near the Awash River. The monkey was very small and the crocodile was very big. These two animals were good friends. They did many things together. If the crocodile wanted to play, he said to the monkey on the bank, 'Come and play in the water.' When the monkey wanted to ride on the water, the crocodile let him ride on his back. The monkey often brought bananas to the crocodile as a present.

One day the king of the crocodile became ill. The crocodile doctor came to examine him. He told the king that the only medicine that would cure him was a monkey's heart. The king knew that the young crocodile and the monkey were friends. He called the crocodile and said, 'I need a monkey's heart. You are the only one who can get it for me.' The young crocodile went out sadly. He did not want to hurt his friend, but he had to help his king. At last he went to meet the monkey.

'Come and ride on my back,' he said to the monkey. 'We will go out into the deepest part of the river.' So the monkey got on his back. He trusted the crocodile. They went out into the middle of the river. Then the crocodile said to his friend, 'I'm sorry, but the crocodile king needs a monkey's heart to make him well. I must take yours now.' The monkey was very surprised, but he thought quickly, and then he said to the crocodile, 'My friend, monkey's don't carry their hearts with them. They keep their hearts at home. Take me home and I will get mine for you.' So the crocodile came back to the shore with the monkey. When they

got there the monkey jumped off the crocodile's back and ran to his tree. As he ran, he shouted back to the crocodile, You tried to trick me, so I tricked you. Goodbye, old friend.'

(Taken from 'Ethiopian Folk-tales')

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(B) Let's suppose that you are using a camera which is a 35 mm camera. When you take a photograph with this camera, you press the shutter release knob. By doing this you allow light to pass for a fraction of a second through the lens of the camera on to the film inside it. Before you take the photograph you must set the camera correctly. This includes focussing it correctly. The correct focus depends on the distance of the subject from the camera. You must also make sure that the camera is set to make a correct exposure. 'Exposure' is the operation of allowing the light to reach the film through the lens. It is important to allow the right amount of light to reach the film. If you allow too little light in, the resulting photograph will be too dark, and if you allow too much light in, the photograph will be mainly white and many details will not be visible.

Two factors are involved in varying the exposure of the film to the light. One of these is known as the aperture, and the other is the shutter speed. The aperture is the hole through which the light reaches your film. The size of this hole can be adjusted: the bigger the hole, the more light is let in. The shutter speed is the fraction of a second during which you allow the light in.... If it is a very bright day, you will need a small aperture size and probably a fast shutter speed. To know exactly, you will need to measure the amount of light.

(Taken from ' Effective English')

(C) Tsegaye Gebre Medhin was born at Boda, near Ambo, some 110 kms, west of Addis Ababa, in 1936. His father, Gebre Medhin Kuweisa, fought in Emperor Menilik's army when it defeated an invading Italian army at the famous battle of Adwa in 1886. He told his son many anecdotes about the fighting and the likes.

Tsegaye's formal education began at the age of seven when he joined an Ethiopian Orthodox Church School at Ambo...After three years at the church school, he moved to the local government school at Ambo. On completing his studies at Ambo he moved to the Ethiopian capital to attend his studies at the General Winget Secondary School. The school was the centre of English amateur dramatics in which Tsegaye was soon actively involved. Not long afterwards, however, the talented student was transferred to another of the capital's secondary school, the Commercial School. where he wrote his first full-length play. Ye Dem Azmera. On graduating from school, Tsegaye joined the University College of Addis Ababa as a librarian, and soon afterwards travelled to Chicago to take his examination for LL.B...

By then, he was awarded a UNESCO scholarship to study theatre arts in Europe in 1959... On returning to Ethiopia he was appointed acting director of the principal theatre. He wrote several one-act Amharic plays. Not long after this he began what is still perhaps the most popular of all his works: a translation of Shakespear's Othello which was first staged in 1966. He also translated Macbeth and Hamlet, and an excerpt from King Lear. He wrote numerous poems in Amharic and English, the play Tewodros and Oda Oak Oracle....

(Taken from ' Salamta')

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(D) To be religious in the real sense of the term is to do everything for the sake of the Creator, to be able to say from the core of our hearts what He asked us to say. But do we say or accomplish what our Creator asked us to say or to do? Does what we are doing or saying come from our true hearts ? For instance, when we are building a mosque or a church, can we say that we are doing it only for the sake of Allah or God and not to project ourselves in order to be praised by the society as a builder of a mosque or church ? Even as we go out to preach or to some religious duty, do we not become jealous of another person who is also doing a similar thing if people are flocking to him and not to us ?

Allah or God is forgiving and all merciful. If we sincerely hope to serve our Creator, if we try to purify our intention and ask His help, He is ever ready to assist us He will definitely be ready to forgive us, to strengthen our faith in Him. This happens to us if we try to keep the norm that our Creator has given us. We become human by becoming a true servant of our Creator....

Taken from 'Impact International')

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(E).... Minute after minute passed by and the shadow on the moon perceptibly widened. Clym heard a rustling on his left hand, a clocked figure with an upturned face appeared.... In a moment, the figure was in his arms, and his lips upon her.

'My Eustacia !'

'Clym my dearest!'

Then holding each other's hand, they were again silent, and the shadow on the moon's disc grew a little larger. ' Has it seemed long since last you saw me ?' she asked.

'It has seemed sad,' said Clym.

'And not long ? That's because you occupy yourself, and so blind yourself to my absence. To me who can do nothing, it has been like living under stagnant water... You've been thinking you wished you did not love me...'

'Well, whatever I may have thought, one thing is certain- I do love you.... I love you.... Never mind what it is. I cannot let myself lose you. I must have you always with me... dearest, you must be my wife.'

' I must think,' Eustacia said. ' At present speak of Paris to me. Is there any place like it on earth?'

' You are ambitious, Eustacia... I ought to be of the same vein, to make you happy. And yet, far from that, I could live and die in a hermitage here, with proper work to do.'

She saw his meaning and whispered, 'Don't mistake me, Clym: though I should like Paris, I love you for yourself alone. To be your wife and live in Paris would be heaven to me, but I would rather live with you in a hermitage here than not to be yours at all... Oh! You will go home and sleep well; I keep sighing in my sleep ! Do you ever dream of me ?'

'I cannot recollect a clear dream of you,'

'I see your face in every scene of my dreams, and hear your voice in every sound....'

(Taken from ' The Return to the Natives')

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F, The Star

Twinkle, twinkle, little star,
 How I wonder what you are !
 Up above the world, so high,
 Like a diamond in the sky.
 When the blazing sun is gone,
 When nothing shines upon,
 Then you show your little light,
 Twinkle, twinkle all the night.

Then the traveller in the dark,
 Thanks you for your tiny spark!
 He could not see which way to go,
 If you did not twinkle so.

In the dark blue sky you keep,
 And often through my curtains peep,
 For you never shut your eye,
 Till the sun is in the sky.
 As your bright and tiny spark,
 Lights the traveller in the dark,
 Though I know not what you are,
 Twinkle, twinkle, little star.

(Taken from 'ENE Pupil's Reader')

 (G).... I never got a chance to run off. My father always locked the door and kept the key under his head at night. Every now and then he locked me in and went down to the store... got drunk and beat me. But I couldn't stand his everyday beating. I had tried many times to get out of that hut, I couldn't find a way. There wasn't a window big enough for a dog to get through. The door was hard wood, two inches thick. However, I found something at last-an old rusty wood saw... I greased it, and began to saw out a part of a big bottom log. It was a long job, but I was getting towards the

end of it when I heard father's gun in the woods. I got rid of the signs of my work and hid the saw... While my father went out, I continued working... Before he was on the other side of the river, I was out of the hole....

Through that hole, I took the bag of flour to where the canoe was hidden, and the meat, my old saw and two blankets. I fixed the piece of log back in its place and put two stones under it to hold it there.

.. I broke in the door with the axe. I carried the pig in, made a cut in his throat with the axe, and laid him on the floor to bleed. I put a lot of stones in an old bag and dragged it from the pig down to the river, where I threw it in. You could easily see that something had been dragged over the ground. I covered the axe with blood, pulled out some of my hair and struck it on the axe, which I threw in the corner. I dropped the pig in the river. Now I thought of something else. I brought the bag of flour from the canoe to the hut and set it where it used to stand. After tearing a hole in the bottom of the bag, I carried it across the grass to a shallow lake. The flour pouring out, made a little track all the way to the lake...

I said to myself, 'They'll follow the track of that bag of stones to the bank and search the river for me. They'll follow the flour track to the lake and searching down the stream to find the robbers who killed me and stole the things. They won't search the river for anything but my dead body. They will soon get tired of that and won't worry any more about me...' Finally, I escaped...

I heard that my family and the villagers believed that I was killed by a run away named Jim. ' He ran away the very

night Huck Finn was murdered. So there is reward out for him three hundred dollars... Before night, people wanted to hang him (Jim), but he had gone..., ' said an old woman to me. Ah! My mission was fulfilled.... But what about poor Jim ?....

(Taken from ' The Adventures of Huckleberry Finn')

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(H) Trees are life. They help create the necessary conditions for life on earth. Trees accumulate energy from the sun, produce and release oxygen into the air and play an important role in the water cycle and in climate. They have a direct impact upon wind and water conditions and protect soil and crops.

What is a tree ? To a carpenter, it is a table. To a fisherman, it is a boat that carries him across the waters. To a plowman, it is a yoke to harness his oxen. To a village woman, it is firewood to cook the evening's rice. To a farmer, it is what prevents the good soil from being washed away. To a tired and weary travellers, it is shade from the sun and shelter from the rain. To elephants and monkey's, it is home. For humankind, it is part of a vast green blanket that protects the earth from the intense rays of the sun. To our planet Earth, it is lungs. Trees produce oxygen that we breathe. A tree is the very breath of life itself.

Therefore, if you cut a tree, plant a new one.

(Taken from 'Children and Trees Project')

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(I) Polygamy is a common practice among the Guji Oromo and it is not unusual to see a man with two or three wives. Young girls marry with the knowledge that their husband can marry a second, third or fourth wife. Among the wives, the

first wife is privileged. All the members of the family respect her next to her husband. She usually gets a few more cows to milk, a little more grain and privilege to sit next to her husband in some ceremonies.

The wives usually compete with each other for the affection and favour of their husband. Every wife tries to attract her husband by providing him with good food, respect, etc. At this point one has to know that most husbands develop some inclination towards one or two wives by neglecting others. This will create conflict between co-wives. This conflict, however, is minimized as the result of the fact that the wives can maintain garrayu (lovers) outside marriage relation. This practice was common in the past and it is still practised.

During the initial period, wives maintain lovers secretly. In most cases a wife keeps only one lover. Since the practice is not unusual, the husband may catch one of his wives one day while having sexual intercourse with her lover... If the wife gives birth to a child from the lover, the child is accepted as a child of the husband. Lack of children by one of the wives may also cause conflict between co-wives. If one of the wives is not fertile, she usually depends on the children of her co-wife for some works, or she sometimes adopt one or two children of her co-wives or other relatives who will serve her as her own children....

(Taken from 'Marriage and Family System of the Guji')

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(J) On Friday, Mulugeta entered the Central Post Office in Addis Ababa to collect his mail. He was a well dressed man in his early fifties. He was a businessman married to the daughter of a wealthy merchant. A few minutes later,

Abebe entered the Post Office to collect his mail. He was a bachelor but he had many girlfriends. Mulugeta and Abebe greeted each other as they opened their post office boxes. Abebe took a number of letters from his box and also a parcel. He opened the parcel.

'What is this?' he cried. 'Sweets! I don't eat sweets. I'm not a child!'

'Oh, my wife loves sweets' said Mulugeta.

'Well, if your wife likes sweets, you can give her these.'

'Thank you very much,' said Mulugeta taking the sweets. Mulugeta then drove home and after lunch, he offered his wife the sweets. He ate two of the sweets with his coffee but his wife, because she liked sweets too much, ate five or six. Mulugeta then left his house and drove to his office. Soon after he arrived at his office, he complained to his staff that he was feeling very sick. He could not stand up and he was sweating a lot. He asked his assistant manager to take him home. The assistant manager drove Mulugeta home immediately. When they arrived at Mulugeta's house, they found Mulugeta's wife lying on the floor of the sitting room. She was dead.

'It must have been the sweets' Mulugeta said to Inspector Girma of the Addis Ababa Police Office. 'Something was wrong with those sweets, I'm sure of it. I had two of them myself and I felt very sick. My wife must have eaten more of them. That's why she died.'

Inspector Girma took the remaining sweets to the police laboratory and, sure enough, they found a small amount of poison in each sweet. Someone had injected a little poison into every sweet. But who had done this?

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(K) Sex education is the instruction in the various physiological, psychological and sociological aspects of sexual response and reproduction. Most sex education courses involve two basic types of instruction: the teaching of human biology and discussions of topics like contraception, promiscuity, masturbation, prostitution, abortion, homosexuality, etc. The subject of sex education is misunderstood and frowned on in many cultures of the world. This misconception may be the result of complete ignorance as to the meaning of the subject. Many people are inclined to limit sex education to actual sex techniques and performances. Some also relate it to the concept of sin... It is true that sexual relationships and knowledge about sex have existed throughout human society....

Sex education is not merely an instruction in the techniques of sex, but imparting knowledge about the problems of conjugal life and the inculcation of the right moral attitudes towards sex. Good sex education is concerned with everything to do with living and loving-how our bodies work, the meaning of love and marriage, how a baby is made, how to bring up children and how to go on with each other. In order to minimize unnecessary pregnancy, abortion, venereal diseases, unexpected death, etc., all people, especially teenagers, should be equipped with the necessary sex education. Early sex education is considered to be very important, because it is during these early childhood times that most of our personal characteristics are formed. Therefore, at different levels, different types of sex education should be given to all people....

(Taken from 'Sex Education Perspectives')

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(L) Most of Hailu's neighbours were pleasant people, who were always ready to help each other when they were in trouble, but there was one woman who lived in the street who

was disliked by everybody because she was always interfering in other people's business, and always borrowing things from people and then forgetting to give them back. Early one morning, Hailu heard a knock at his door, and, when he opened it, found this woman outside.

'Good morning,' she said, ' I have to take some things to my sister's house in the town today, and I have no donkey as you know. Will you lend me yours ? I'll bring it back this evening.'

'I'm sorry' answered Hailu. ' If my donkey was here, I would of course lend it to you very willingly, but it is not.'

'Oh!' said the woman. ' It was here last night, because I saw it behind your house. Where is it now?'

'My wife took it into town early this morning,' answered Hailu. Just then the donkey brayed loudly.

'You are not telling the truth, Hailu!' the woman said angrily, ' I can hear your donkey. You should be ashamed of yourself, telling lies to a neighbour.'

'You are the one who should be ashamed, not me,' shouted Hailu. ' Is it good manners to believe a donkey's word rather than that of one's neighbour ?'

- (Taken from 'Aviation')

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(M) Computer is a machine that handles information with amazing speed. It works with such information as names and addresses, book titles, lists of items sold in stores,

mathematical problems, and weather forecasts. A computer handles information in the form of numbers. It solves problems dealing with words by changing them into problems dealing with numbers. The fastest computers can do millions of arithmetic problems in few seconds.

Businessmen use computers for bookkeeping and accounting. A computer keeps track of sales, customer payments, and the amount of stock in warehouses. It figures out employee's wages and prints their paychecks. Many banks have computers to record the amount of money deposited or with drawn by each customer. Engineers use computers to check the design of buildings, bridges, and dams. Astronauts use computers to keep their spaceships on course.

In some industries, computers control machines that make products. A computer turns the machines on and off, and adjusts their operation when necessary. Computers have been called "electronic brains". But a computer cannot think. A human operator must put data into a computer. Then he must tell the computer what to do with the information. A computer has a memory that stores information, and an arithmetic which performs mathematical operations. It is connected electrically with tape machines, automatic type writers, and printing machines that record the information produced by the computer. A computer operator sits at a desk like unit called a console. On the parts of the console are tiny lights that flash when the computer is operating. These lights tell what operation the computer is performing at any moment. A computer works noiselessly most of the time. But when the high-speed printing machines operate, they sound almost like machine guns.

(Taken from ' The World Book of Encyclopedia')

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(N) Cancer is one of man's most dreaded diseases. It attacks persons of all ages, spreading by means of the uncontrolled growth of body cells. Cancer has been observed in many forms of animal and plant life, as well as in man. It has many forms, and each form is different. For example, breast cancer differs greatly from other forms such as lung cancer and bone cancer.

No one knows exactly what causes cancer. Most scientists believe that there is no single cause and that many factors may be involved. A person's work or the place where he lives may contribute to the disease. Some working conditions can cause cancer. For example, persons who come in contact with certain kinds of chemicals, such as aniline dyes, arsenic, asbestos, benzol, pitch, and tar, may develop the disease. The excessive use of X-rays and radio active materials by doctors and technicians some times causes cancer of the skin, bones, lungs, and other parts of the body. Persons who work in the sun may get skin cancer.

Scientists have investigated the relationship between smoking and cancer, and they reported that cigarette smoking is the principal cause of lung cancer. The report also indicated smoking may contribute to other kinds of cancer. Many doctors believe that most cases of cancer develop years after a person is exposed to cancer-causing agents, and it has often been called the silent killer. For this reason, the doctors emphasize the need for young persons to avoid forming such habits as smoking and excessive sun bathing. Some of the warning signals of cancer are 1. unusual bleeding or discharge, 2. a lump or thickening in the breast, a sore that does not heal, 3. a change in normal bowel or bladder habits, 4. continuous hoarseness, 5. persistent indigestion or difficulty in swallowing, 6. a change in size or colour of wart or mole.

(Taken from 'The World Book of Encyclopedia')

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 (O) Ethiopian soccer fans must be some of the unluckiest lot in the whole world. For a close watcher of the country's football history, the above statement will not come as an exaggeration. In fact it is more of an understatement. Week after week, month after month, year after year, they have been hoping for the best. They have never hesitated, not even for a second, to cheer their team until they end up with sore throats.... Speaking of victory one could of course bring up the East and Central African Challenge Cup which our team won a few years back. Of course that particular victory was indeed a very welcome break in the long unbroken history of defeats.

I brought up this point to illustrate that our soccer standard has been going down hill for a long time now. The team that played with Morocco last Sunday, on January 17, 1993 was a weak one. Especially its performance during the first half was tormentingly disorganized. The writer of this article heard an offended fan commenting: "I doubt if this team had done any training at all."

.... Every time we talk about soccer there is this tendency to bring up the story of the Third African Cup. We try to live in past glory by talking about the strong team we fielded in the Six African Cup. We try to cover up the reality of today by dreaming about the fantasies of the drug scandal during the Tenth African Cup....

^{He}
 (Taken from [^]'Ethiopian Herald')

1st----- 2nd----- 3rd----- 4th----- 5th-----
 6th----- 7th----- 8th----- 9th----- 10th-----

Words and their meanings

accomplish	መፈፀም፣ ግክናፀን	forgive	ይቀር ግለት
adjust	ግስ ተከክል	frown	ገምባር ገ መቋቋር
adept	ግሳይገ	grease	መቀባት
amazing	የሚያስደንቅ	greet	ሰላም ታ መለዋወጥ
ambitious	ጉጉ	handle	ግባ ሄድ፣ መቆጣጠር
anecdote	ተረተ፣ ታሪክ	harness	የፈረሰ ዕቃ
anxiety	ሰጋት ፣ ጭንቀት	heal	መጻገ
aperture	ቀጻጻ	heaven	መንገስተ ሰላም
ashame	ግፈር	hermitage	ከሕብረተሰብ የተገለሉ ሰዎች ለባታቸው የሚኖሩበት ስሌል
astronaut	በመንኮራኩር ወይ ሕዋ ተጓዥ	heighten	ግብረዘዎቻቸውን ማሳደግ
award	መሸለም	hoarse	ጉርናና / ለደምፀ /
bachelor	ወንድላጤ	hockey	ገና
borrow	መቀስ	homosexual	የገብረሰዶቻቸው ሥራ የሚፈፀፉ
bray	ግናፋት / ለሌሊት /	hurt	መጉዳት / ጉዳት / ፣ ቀር ግብ
canoe	ታንቧ		†
conjugal	የጋብቻ	identify	መለየት
contraception	የወሊድ መቆጣጠሪያ	inclination	ኩንባሌ
Creator	ፈጣሪ	inculcate	ማሳደር
crocodile	አዞ	indigestion	የምግብ መገሰሰር ፣ ጉር
cure	መድኃኒት	intense	ጎይለኛ
curtain	መጋረጃ	intensity	ጎይለ ፣ ገለት
customer	ደንበኛ / የሱቅ፣ ወዘተ /	interfere	ሰላም መገባት
devil	ሰይጣን	investment	ገንዘብ ጭቀል
discharge	መቻገል	jealous	ቁና ተኛ
dreadful	የሚያስጠላ፣ የሚያስቀቅ	knob	አይታ
employee	ሠራተኛ	lend	ማሰደር ፣ ጭቀስ
excerpt	ከመጠኑ ቀንጠብ ተደርጎ የተወሰደ ምንጣብ	lie	መሞት
excessive	ከመጠን በላይ	livelihood	መተግዘሪያ
exposed	መጋለጥ	log	ገንድ
faith	እምነት	lump	አባጭ
fertile	ወሳይ	luxurious	ምጥት
flour	ፋቆት	merciful	የሚራራ
flocking	መገረፍ፣ መገንጋት	misconception	አለማወቅ
mystery	ሚስጢር	mission	ተሰዕኮ
oppressive	የሚጨቅን፣ በጣም ከባድ	molt	ፀገር ለየተነጨ ግለቆ
		stock	ሸቀጥ

parcel	ጥቅል	susceptible	በቀላሉ የሚጠቃ
peep	አሸልቆ ማየት	teen-ager	በ13 ና በ19 ዓመት መካከል ያለ ጫት
perceptible	ጉልህ ፣ የሚታይ	track	መስመር ፣ ዳካ
perform	መፈጸም	trick	ማታለል
persistent	ያልተቆጠበ	trust	ማወገ/አምነት/
pig	አሳማ	twinkle	በሰፍ በሰፍ ማለት ፣ መቀላቀላት
plowman	አራሽ ፣ ገበሬ	unusual	ያልተለወደ
poison	መርዛ	vary	የሚለዩዎት
polygamy	ከአንድ ሚስት በላይ ማገባት	vast	በጣም ሰፊ
praise	ዎስጋና	vein	ሰሜት
preach	መሰበክ	visible	በገሰፅ የሚታይ
privilege	ሰዩ መብት	wage	ዎንዳ ፣ ደመወዝ
project	ሳቅ በሎ መታየት	warehouse	መጋዘን
prostitution	ሲተኛ አዳሪነት	wart	ኪንታርት
purify	ማጥፊት	weary	አድካሚ ፣ አሰለፎ
rape	ያለፍሳጉት ሲተገ ሰፎ መዳረር	willing	ፈቃደኛ
recollect	ማስታወስ	withdraw	ማበጠጣት /ማውጣት/
release	ነፃ ማድረግ	yoke	ቀንበር
resource	ዛብት	steward	አስተዳዳሪ ፣ አስተናጋጅ
risky	አሰጊ		
robber	ሸፍታ ፣ ቀጣኛ		
routine	ሰዓድ		
rustle	ማንኮሻኮሻ		
saw	መጋዘን ፣ በመጋዘን መቀረጥ		
scatter	መበታተን		
shadow	ጥላ / የዛፍ ፣ የሰው ፣ ወዘተ/		
shore	ዳርቻ		
shutter	የቀዳዳ መከላከያ /ሽፋን/		
sigh	ማቃሰት		
sore	ቁሰል		
spaceship	መንኮራኩር		
spark	ፍላገፍል		

6. ለ5ኛው የገጽ መለሰህ " ል " ከሆነ ምክንያትህ/ ተቸህ/ ምንድን ነው/ና ቸው/?
 ሀ/ ጥቂት ያንባባቸው በከባድ አንገላለጽ ስሜት ቸው _____
 ለ/ ሁሉም ወይንም በዘንቀ ያንባባቸው በከባድ አንገላለጽ ስሜት ቸው _____
 ሐ/ ለንባባቸው አስተማሪ በሆነ በቀላሉ ለረጅም ጊዜ ስሜት ያላቸው
 በመታዘዝ ቸው _____
 መ/ ለንባባቸው ረዥም ስሜት ቸው _____
 ሠ/ ሌላ ምክንያት ካለ _____

7. በ11ኛ ወጪ የአንገላለጽ ስሜት ምልክቶች የሚገኙት ያንባባቸው አስደሳችና
 ታሪካዊ የሚሆኑ ነው :: በዚህ ህባብ ተሰማላለህ?
 ሀ/ በጣም አስደሳሪ _____ ለ/ በመጠኑ አስደሳሪ _____
 ሐ/ አስደሳሪ _____ ሐ/ የተሰማው ነባብ የለም _____

8. በ11ኛ ወጪ የአንገላለጽ ስሜት ታሪክ አየባባሪና አያስደስቱ ያነበቡበት
 ያንባባቸው የታሪካዊ ታሪክ ይኖራል?
 ሀ/ አይን _____ ለ/ የለም _____

9. ለ8ኛው የገጽ መለሰህ " አይን " ከሆነ የንባባቸውን / የንባባቸውን / ርዕስ/ባቸው/
 ወይ/ ርዕሰ/ጽ/ቸው / ጥቅም ::

10. " Pupil's Reader " የሌሎች የ11ኛ ወጪ የአንገላለጽ የንባባ ቅጽ
 አንባብ ነው?
 ሀ/ አይን _____ ለ/ አላነበቡት _____

11. ለ10ኛው የገጽ መለሰህ " አይን " ከሆነ ከቅጹ ተላት ማሳደግ ይቻላል
 ይህ የንባባ ተቀባይነት? ለምሳሌ ለንባባቸው ስም ማሳደግ አስተማሪ/
 ሀ/ በ Pupil's Book, Grade 11 _____
 ለ/ በ Pupil's Reader, Grade 11 _____

12. የሚረዳብኩት ምክንያት/ ተቸህ/ ምንድን ነው/ና ቸው/?
 ሀ/ የንባባቸው ታሪክ አስደሳችና የሚሆኑ በመሆኑ _____
 ለ/ የንባባቸው ይገኙ ያሉት ያላቸው በቀላሉ ለረጅም ጊዜ ስሜት በመሆናቸው _____
 ሐ/ የንባባቸው በዘንቀ ያንባባቸው ስሜት _____
 መ/ የንባባቸው ከተለያዩ ርዕሶች የተረገጡ በመሆናቸው _____
 ሠ/ ሌላ ምክንያት ካለ _____

13. በ115 ከፍል የአንገላዊት መጻፍት መጻፍት በገፅ 79 ውስጥ ያለውን "Sex! Not So Loud" የሚለውን ምንጣብ ግንባብ ወይስ ዋለ?

ሀ/ አያን _____ ለ/ አልወደድኩትም _____

14. በፍትዕተ ሥጋ ላይ ያተኮረ ምንጣብ ቢበቃ ከከፍል ጋራፍቲና ከመሆኗ ፊት በገፅ ወይስ ወይስ የተተላለሰ?

ሀ/ ከከፍል ጋራፍት ፊት _____ ሀ/ አቸላለሁ _____ ለ/ አልቸልም _____
ለ/ ከመሆኗ ፊት _____ ሀ/ አቸላለሁ _____ ለ/ አልቸልም _____

15. በፍትዕተ ሥጋ ላይ ያተኮረ reading materials ግንባብ ተወጋለሰ?

ሀ/ አያን _____ ለ/ አልወደድኩትም _____

16. ለ155ው ጥያቄ መልስ "አልወደድኩትም" ከሆነ ምንጣብ/ ተቀባይ/ ምንጣብ ነው/ ናቸው/?

ሀ/ አንድ ነዚህ ግዴታ ተቀባይ reading materials በባህላቸው ተቀባይ ነው የላቸውም _____

ለ/ አንድ ነዚህ ግዴታ ተቀባይ reading materials ለግንባብ ሃይማኖት አይፈቀድም _____

ጠ/ አንድ ነዚህ ግዴታ ተቀባይ reading materials ስህተት ሃፍረተ ይሰማል _____

መ/ ቢተሰብኩ አንድ ነዚህ ግዴታ ተቀባይ reading materials ለገንዘብ አይፈቀድም _____

ሠ/ ለላ ምንጣብ ካለ _____

17. በተርፍ ጊዜ ከምትጻፈው የተቃራኒ ጋር በቀጥታ ይሁን በተዘጋጅ ገንዘብ የሌላውን reading materials ግንባብ ተወጋለሰ?

ሀ/ አያን _____ ለ/ አልወደድኩትም _____

ለ175ው ጥያቄ መልስ "አያን" ከሆነ በ185 - 235 ያሉትን ጥያቄዎች በጥንቃቄ አንብቦ ምርጫህን አሳይ ::

18. ከግንዛቤ ውስጥ በይበልጥ የተፈጠሩ ግንባብ ተወጋለሰ?

ሀ/ ልብወለድ ጽሑፍ (Fiction) _____

ለ/ በእውነት ላይ ያተኮረ ጽሑፍ / Facts / ለምሳሌ ፣ " የአ/አ የሕዝብ ቀጥሮ አያይን መሄድ" _____

- ሀ/ ደብዳቤ ለሰደዳ ቶታሪ (Adventure story)
- ለ/ ፖለቲካ (Politics)
- ለ/ የአካባቢ ለማስጠበቅ (Environmental Protection)
- መ/ ምርምርና ቴክኖሎጂ (Research and technology)
- ሠ/ ባህል (Culture)
- ረ/ ለሰዎች የፈገገታ ጸሎት (Humour)
- ሰ/ የፆታ ተምህርት (Sex Education)
- ሸ/ የፍቅር ታሪክ (Love Story)
- ቀ/ አገልግሎት ለሰጠ ሰዎች መመሪያ ወይም በሥራ ላይ ማድረግ አገልግሎት የሚያስፈልግ መመሪያ (Instructions)
- በ/ የግለሰብ ታሪክ (Biography)
- ተ/ ስነ ገጽ (Poem)
- ፕ/ ግንዛቤና የግንዛቤ ምርመራ (Detective story)
- ኅ/ ስፖርት (Sports)
- ሃ/ የእንስሳት ታሪክ (Animal story)
- ገ/ በተለያዩ መስኮች በሚሰጡ የተለያዩ ስነ ግንዛቤ ስጦታዎች (School Subjects)
- አ/ ሃይማኖት (Religion)
- ከ/ ጤና (Health)

15 _____	25 _____	35 _____	45/ _____
55/ _____	65 _____	75 _____	85 _____
95 _____	105 _____		

2.2 ከሚከተሉት የምንገባበት ርዕሶች ርዕሶች የተኛቸን 10 ርዕሶች በይበልጥ ማንበብ ትመርጣለህ? ምርጫህን በቅደም ተከተል ከርዕሶቹ ዘርዘር ሥር በተፈጻሚነት ቀጥሮ ፈት ለፈት ፈይሉን በመጻፍ አሳይ ::

- A. ጭተን በሊት ያለ ያ
- B. የሆተኑ ቤተ ነድያ ጭበጫ
- C. የሰርገ ነገሆቻቸው
- D. በሰታው ውሽ
- E. የወባ መከላከያ ዘዴያቸው
- F. አለአበፈላጊ አሮገጥናን አንዳት መከላከል ይቻላል?
- G. ከሞተ በኋላ ልዩዎት
- H. ገብቻ በገጠን ስህረት
- I. ቢያስቀያጥ ፣ “ የሆረሰ ወላጆቻቸው የባቀ ውድድር ”
- J. ይኸውን ለሌላ የሚያስተላልፍ ሰ.ወ. አንድ ተፈላጊ ያይቻሉ?
- K. የአባቶች ለጋ ይበተ ማሪያቸው
- L. ፍቅር አሰብ ማቃባሪ
- M. የሊት ያለ ያ ፖለቲካ
- N. አፈረጥሶን ለመከላከል
- O. የቡታ ገቢ ለደኝ አጠቃቀም መቀረፍ
- P. የሰብአዊት በቀል የተወሰነ ታሪክ
- Q. “ በሆረሰት ሃይለማርያም ስራ ላይ ስትሰጥ መከላከል ያለው ለጋ ይህ ” ይህን
 “ የወሰነ ለሆረሰት ሰላሳ ተጠቅ ተራ ” ይህን “ የሰበት ኃይል ”

15 _____ 25 _____ 35 _____ 45 _____
 55 _____ 65 _____ 75 _____ 85 _____
 95 _____ 105 _____

2.3 ከዚህ ተላት አጠቃላይ ለገባቸው ይህን የተኖሩት 10 ለገባቸው በደብዳቤ ለገባቸው ተቀርባለሁ? ለሆረሰትን በቀደም ተከተሉ በገጽ 107 ላይ በተፈጸሙት ቀበሌዎች ልት ለልት ፈጠራን በመሆን አባድ ::

... ..

APPENDIX C

Questionnaire for teachers

Instruction: Which of the following reading topics are advisable to be included in the secondary school students' reading preference inventory? Put " X " in front of your choices. If you want to add some more reading topics, please include them in the space provided.

1. Love Story -----
2. Religion-----
3. Instructions-----
(eg. How to operate sth.)-----
4. Adventure Story-----
5. Politics -----
6. Environmental
Protection -----
7. History -----
8. Culture -----
9. Family Life -----
10. Home and School Life -----
11. War Stories -----
12. Fantasy -----
13. Fashions -----
14. Mystery -----
15. Biography -----
16. School Subjects -----
17. Sports -----
18. Sex Fiction -----
19. Sex Education -----
20. Humour -----
21. Social Problems -----
22. Home making -----
23. Detective Story -----

24. Health -----
25. Science Fiction -----
26. Travel -----
27. Facts -----
28. Poetry (Poems) -----
29. Animal Story -----
30. Science (Research) and Technology-----
31. -----
32. -----
33. -----
34. -----
35. -----

APPENDIX D

Cross tabulation of students' responses in terms of frequency and percentage.

Item- 2.

Name of the School	M	F	T
Entoto	54	52	106
Bole	58	51	109
Shimelis Habte	24	39	63
General Winget	13	3	16
Total	149	145	294

Item 3

	Field of Study								
	Adademic						Technical & Vocational		
	Natural Science			Social Science					
	M	F	T	M	F	T	M	F	T
Entoto	22	14	36	32	38	70	-	-	-
Bole	38	16	54	20	35	55	-	-	-
Shimelis Habte	14	22	36	10	17	27	-	-	-
General Winget	-	-	-	-	-	-	13	3	16
Total	74	52	126	62	90	152	13	3	16

Item 5

	M	%	F	%	T	%
5.1	24	16.1	5	3.4	29	9.9
5.2	45	30.2	40	27.6	85	28.9
5.3	74	49.7	91	62.8	165	56.1
5.4	6	4.0	9	6.2	15	5.1
Total	149	100.0	145	100.0	294	100.0

Item 7

	M	%	F	%	T	%
7.1	6	4.0	1	0.7	7	2.4
7.2	20	13.4	7	4.8	27	9.2
7.3	120	80.5	129	89.0	249	84.7
7.4	3	2.0	8	5.5	11	3.7
Total	149	100.0	145	100.0	294	100.0

Item 8

	M	%	F	%	T	%
8.1	104	69.8	87	60.0	191	65.0
8.2	45	30.2	58	40.0	103	35.0
Total	149	100.0	145	100.0	294	100.0

Item 10

	M	%	F	%	T	%
10.1	34	22.8	6	4.1	40	13.6
10.2	115	77.2	139	95.9	254	86.4
Total	149	100.0	145	100.0	294	100.0

Item 11

	M	%	F	%	T	%
11.1	-	-	-	-	-	-
11.2	34	100	6	100.0	40	100.0
Total	34	100.0	6	100.0	40	100.0

Item 13

	M	%	F	%	T	%
13.1	24	16.1	6	4.1	30	10.2
13.2	125	83.9	139	95.9	264	89.8
Total	149	100.0	145	100.0	294	100.0

Item 14

		M	%	F	%	T	%
With my teach- er	Yes	9	6.0	-	-	9	3.1
	No	140	94.0	145	100.0	285	96.9
	Total	149	100.0	145	100.0	294	100.0
with my Class- mates	Yes	30	20.1	4	2.8	34	11.6
	No	119	79.9	141	97.2	260	88.4
	Total	149	100.0	145	100.0	294	100.0

Item 15

	M	%	F	%	T	%
15.1	41	27.5	4	2.8	45	15.3
15.2	108	72.5	141	97.2	249	84.7
Total	149	100.0	145	100.0	294	100.0

Item 17

	M	%	F	%	T	%
17.1	131	87.9	111	76.6	242	82.3
17.2	18	12.1	34	23.4	52	17.7
Total	149	100.0	145	100.0	294	100.0

Item 21

	M	%	F	%	T	%
21.1	124	94.7	109	98.2	233	96.3
21.2	5	3.8	2	1.8	7	2.9
Arabic	2	1.5	-	-	2	0.8
Total	131	100.0	111	100.0	242	100.0

APPENDIX E

The attitude of the respondents towards the given reading topics [Pilot study].

Topics	Number of respondents who chose the topics as a choice from 1-10					
	M	%	F	%	T	%
Research and Technology	52	100.0	28	100.0	80	100.0
Detective story	52	100.0	26	92.9	78	97.5
Humour	52	100.0	28	100.0	80	100.0
Love story	52	100.0	28	100.0	80	100.0
adventure story	50	96.2	25	89.2	75	93.8
Health	50	96.2	28	100.0	78	97.5
Biography	49	94.2	28	100.0	77	96.3
Sports	48	92.3	23	82.1	71	88.8
Facts	40	76.9	11	39.3	51	63.8
Instructions	27	51.9	15	82.1	42	52.5
Animal Story	11	21.2	9	32.1	20	25.0
Sex Fiction	11	21.2	5	17.9	16	20.0
Environmental Protection	10	19.2	5	17.9	15	18.8
Religion	9	17.3	9	32.1	18	22.5
Poems	7	13.5	12	42.9	19	23.8
School Subjects	9	23.5	6	21.4	13	16.3
Politics	-	-	-	-	-	-

APPENDIX F

Texts which were included in the questionnaire for the pilot study but omitted and revised in the final questionnaire.

Nowadays many people are cynical about AIDS. AIDS is different from other diseases in one aspect. If you contract AIDS, there is no cure for it, you will die many times before you actually kick the bucket. The number of AIDS cases officially notified to the WHO has passed the half-million mark, the WHO said in Geneva on Tuesday in its latest quarterly report. It said 501, 272 cases of AIDS had been formally registered by 168 countries. According to the report between 10 and 12 million people were HIV positive. It said a clear case of under-estimation was south east Asia, which reproted 332 cases, 82 of them is Thailand. In the America , the total was 277, 042, followed by Africa at 151, 455, with Uganda, Tanzania, Zaire, Zimbabwe, Malawi, and Cote d'Ivoire the worst affected. France, Italy and Spain had the most cases in the European total of 66,783. In Ethiopia, according to the Ministry of Health, total of 1,818 AIDS cases were reported from Jaunary 1986 up to February 1992.

(Taken from the 'Ethiopian Herald'/

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Basketball is the most widely played and watched team game in the world. Unlike games that evolved slowly through various forms before they acquired accepted playing rules, basketball was invented for a specific purpose at a specific time and place. In December 1891, in Springfield, the two team court game was created by James Naismith. His original assignment was to develop some form of athletic activity that could be used indoors during winter month in a northern climate.... Naismith, therefore, simply took a standard soccer ball hung a beach basket at either end of his small

gymnasium, divided his 18 - man class into two nine-man teams, and made the object of the game an elementary one: to throw the ball into one basket while preventing the other side from throwing it into the the other basket. In 1897-1898 season, five-man teams became standard. Essentially basketball is the same game today as it was in the beginning. It is now played both by men and women in schools, colleges, clubs, and at national and international levels. The Olympic Game Program has included it since 1936.

(Taken from ' Encyclopedia Americana')

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 Eating too many pickled onions increases the risk of throat cancer and preference for taking very hot soup or drinks as well increases the risk further. But strong spicy food has been given a clean bill of health by researchers. A large study among Hong Kong Chinese who eat a lot of pickles has found a strong link between eating pickled vegetables and oesophageal cancer, the risk increased as more vegetables were eaten. The Hong Kong Chinese who ate pickled vegetable at least once a day increased their risk of throat cancer by a third. Drinking alcohol and smoking cigarettes also increases the risk among pickled vegetable eaters. Eating fruit, leafy vegetables, carrots and tomatoes, however, reduced the risk.

(Taken from "The Independent")

-----///
 William Shakespeare was born in Stratford on April 23rd, 1564. His father, John Shakespeare, was an important man in the town. When he was eighteen, William married Anne Hathaway in Stratford. But he did not want to stay there. He wanted to be an actor. So, in 1587 William went to London where he worked as an actor in a theatre called The Rose. He began to write plays for the actors. He wrote Romeo and

Juliet, Julius Caesar, Richard II, Antony and Cleopatra, and many more. Everyone likes his plays, and he became famous. He also worked at the famous Globe Theatre. This theatre presented his last play, Henry VIII. There was a gun in this play, and fire from the gun burned the theatre down. In 1610, Shakespeare went back to Stratford. He wanted to live there with his family. But on April 23rd, 1610, William Shakespeare died.

(Taken from 'Break into English')

-----//-----

Animals, as a rule, have no sex problems. When they feel sexual desire, and there is a chance to satisfy it, they just go ahead and do so. They don't have to wait until it is proper for them to express their sexual feelings. But in the complex arrangement of human society, this would create terrible confusion. Consequently, through the long ages, men have learned that sexual desires have to be controlled....

Some people have gone further, and taken the view that sex feelings are wicked... As a matter of fact, these desires are perfectly natural. A young person who never feels such desires would be quite unusual. There's nothing wrong about sex feelings....

During the past century, sex has been brought more and more out into the open, which has provided a wonderful opportunity to satisfy people's curiosity. Eventually this has been used by advertisers, publishers of newspapers and magazines, and organizers of entertainment to rouse people's interest. Sexy pictures catch people's eyes; and sexy talk makes them listen. Since a great many people in the world earn their living by getting other people to listen to what they have to say, or to look at what they have to sell our world has gone rather sex-mad. Gradually we will get over it and recover our balance...

(Taken from 'ENE Pupil's Book')

... As I spoke, an Indian rushed out of a house looking at each door.... He seemed to be very excited. He ran to us and said, 'Can you tell me where can I find a doctor?'

'I'm a doctor,' said Throndike.

'My name is Byramji. Please come with me. A terrible thing has happened. I went to my brother's room and found him lying on the floor, breathing very loud. He did not answer when I spoke to him...' We followed Mr. Byramji and found a man lying on the floor, breathing very loud. His eyes were open. I felt his heart-beats. They were very weak; then, they ceased.

'He's dead,' I said. 'Perhaps a case of heart failure.'

'No,' said Throndike. He pointed to blood on the right ear. Then he passed his hand gently over the dead man's head. 'He died of a heavy blow on the head.'

Two servants were standing at the door. Byramji asked them: 'Where is the man who came in with him?'

'I only saw the man's back,' said the servant. 'He had dark clothes, a soft black hat.'

Throndike asked, 'Do you know who he was, Mr Byramji?'

'I thought that he might be someone who had come to talk about buying the ruby...' He knelt and put his hand inside the dead man's clothes. 'He always carried the ruby in a leather bag next to his skin...', said Byramji. We searched the floor and found the bag. It was empty. When we were searching the floor I found a hat near the table. Byramji looked at it 'Whose hat is that?' he asked.

'Isn't it your brother's hat?'

'No. His hat had white silk inside and the letters D.B.'

in gold on the leather lining. This is an older hat: it has no silk inside. It must be the murderer's.'

'It is clear what happened,' said Thron-dike. 'The two men put their hats on the table. In the struggle the other man's hat was knocked off and fell on the floor. Then the stranger picked up the only hat which he saw on the table and put it on. We must tell to the police what has happened...'

We heard a loud knock on the door. Byramji opened it, and a policeman came in.... Byramji told the policeman exactly what he has told us.... 'I have been ordered to enquire into the Byramji case,' said the policeman...' Can you give us any idea?'

'I've not really got a single fact,' said Thron-dike. 'But I was thinking of finding out something about the people who live in 51 Clifford's Inn.' The next morning, we went to Clifford's Inn... Thron-dike rang a bell and the door keeper came out.

'Good morning, Mr Larkin,' said Thron-dike. 'What empty rooms have you got to let?'

'Well, there are rooms at number 5 and 12 ...but Mr Carrington in number 51 has had to go away suddenly. I got a letter this morning...' Thron-dike opened the rooms. There was only a small table and two chairs and, in the other room, an iron bed...' Hullo!' said the policeman. 'He has left a hat behind. Do you see, doctor? It is the hat!'

It had a white silk lining and the letters D.B. in gold letters - just as Byramji had said.

'Now I will get the man!' said the policeman. 'Those Swedish boats stop at Hull and Newcastle. I'll have the ship held at Newcastle and take a man with me to get him. Thank you for your help...'

He hurried away.....

(Taken from the 'Seven Detective Stories')

-----///

Come back my Love

Come back my love,
Don't be unkind,
Apart from you, life
For me is monotonous
And bitter indeed.
I searched for you during the day,
I dreamt of you during the night,
But Alas !
Complete failure, no result,
My Pillow is soaked
From the shower of my eyes,
But the spring is full, it never dries
Come back my love,
Don't stay afar,
What benefit do you find
In deserting and leaving me to suffer ?
Come back my love,
From where you hide
Don't be malicious,
Forget the past,
And ignore the sin
Let's enjoy our married life:
You are ripe, I am mature,
Come back my love.

(Taken from ENE Pupil's Reader)

DECLARATION

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

Name : Abdu Mohammed

Signature: -----



Place: Institute of Language Studies,
Addis Ababa University

Date of Submission: June 7, 1993