Addis Ababa University

Department of Foreign Languages and Literature

An Investigation of Secondary School Students' Reading Engagement in EFL Reading Classes: The Case of Grade 9 Classes

By: Belhu Zenebe Dressie

Addis Ababa

May 2025

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Advisor: Seime Kebede (PhD)

A Dissertation Submitted to the Department of Foreign Languages and Literature: In Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy (PhD) in English Language Teaching

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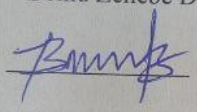
DECLARATION

I, the undersigned, declare that the thesis entitled "An Investigation of Secondary School Students' Reading Engagement in EFL Reading Classes" is my original work and has never been submitted to this or other institution to get any other degree or certificate. All sources of materials used for the thesis have been accordingly acknowledged.

Name of the candidate: Belhu Zenebe Dressie

Signature 

Place: Addis Ababa University

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ABSTRACT

This study investigated Ethiopian secondary school students' reading engagement in EFL reading classes. It specifically examined the correlation between the aspects of students' reading engagement, namely, strategy, motivation, and behavior and reading achievement. It also identified whether these aspects of reading engagement together can predict reading achievement. In addition, the study explored the students' level of reading engagement in terms of the three dimensions. Furthermore, it described the major reasons that influence the students' reading engagement when they read various texts in English. A total of two hundred and thirty (230) students from Basso General Secondary School participated in the study. Employing the pragmatic paradigm, the constructivist phillosophy and a mixed methods research design, the study utilized questionnaires, reading achievement test, interviews as well as classroom observation to collect the relevant data. The quantitative data were analyzed using the Statistical Package for Social Sciences (SPSS, Version 25) program while the qualitative data were analyzed employing qualitative data analysis techniques. Then, the findings of the research revealed that Basso General Secondary School students' reading engagement was associated with their reading achievement. Each aspect of reading engagement (reading strategy, reading motivation, and reading behavior) had statistically significant ($p<0.05$) correlation with the students' reading achievement. The findings also disclosed that reading engagement aspects in combination were significant predictors of students' reading achievement (R^2 =.129, p <0.05). Besides, reading strategy was the best significant and independent predictor of reading achievement ($\beta=0.362$, $p < 0.05$) while motivation and behavior were not statistically significant predictors of students' reading achievement ($\beta=0.011$, $p > 0.05$; $\beta=0.025$, $p > 0.05$) respectively. Regarding their level of engagement, the students employed reading strategies with moderate frequency when they read texts in EFL reading classes, and they use support strategies most frequently. While the participants were found to be less motivated readers in English reading lessons, they were mainly motivated to read for extrinsic reasons. Furthermore, the findings revealed that the students were less frequent readers, and most of the time, they read academic texts while they rarely read nonacademic texts. Finally, revealing that the students' had low reading engagement, the findings indicated that the major reasons that influence grade 9 students' reading engagement were students' poor language proficiency, social media, lack of motivation, absence of access to authentic materials, socioeconomic issues, and their English language teachers. Considering the findings of the study, implications, conclusions and recommendations have been forwarded.

***Keywords**: Reading engagement, reading motivation, reading strategy, reading behavior, reading achievement*

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LIST OF ABBREVIATIONS

The most recurring acronyms and their representations in the thesis are presented alphabetically as follows.

EFL	English as a Foreign Language
ELLs	English Language Learners
ELT	English Language Teaching
ESL	English as a Second Language
FDRGE	Federal Democratic Republic Government of Ethiopia
KG	Kindergarten
L1	Language 1, First Language
L2	Language 2, Second Language
MoE	Ministry of Education
MRQ	Motivations for Reading Questionnaire
RAT	Reading Achievement Test
RBQ	Reading Behavior Questionnaire
SDT	Self-Determination Theory
SORS	Survey of Reading Strategies
TEFL	Teaching English as a Foreign Language

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CHAPTER ONE: INTRODUCTION

1. Introduction

This research is devoted to investigating secondary school students' reading engagement in EFL reading classes. It found out the association between the reading engagement aspects of grade 9 students and their reading achievement as well as determined the predictive abilities of these reading engagement aspects on reading achievement. The research has also explored the level of students' reading engagement with respect to its three principal aspects: strategy, motivation and behavior. Moreover, it has identified the major reasons that influence secondary school students' reading engagement during EFL reading classes. In this chapter, issues like background of the study, statement of the problem, research objectives, research questions, scope of the study and significance of the study are highlighted.

1.1 Background of the Study

The English language has been a necessity rather than a choice in many perspectives in both international and local contexts. Grabe and Stoller (2011) confirm that the overwhelming majority of societies as well as countries in the world are multilingual, and citizens are required to work effectively in more than one language. Moreover, English has become the most commonly employed international language (Cha, 2007). The rise and spread of English as a world language has had an immense influence on the education systems of numerous countries. Learning English is considered to be one of the most important responsibilities for very many students of non-English speaking countries. The author further states that a diverse range of training courses in English, together with textbooks, video programs, audio cassettes, and computer-based teaching, contributes to a significant global market. More specifically, Grabe and Stoller (2011) explain that L2 reading proficiency, principally with English as the second language, has been in great demand as English continues to spread, both as a global language and as the language of science, technology and advanced research. These evidences suggest that learning the English language is almost essential for every world citizen who lives in a literate society to succeed in the competitive world.

In the Ethiopian context, English has been functioning in many services in both academic and professional contexts. Concerning the role of the English language in the education system, the teaching of English commenced around 1908 in Ethiopia when modern education was introduced (Heugh et al., 2006). Berhane and Mishra (2018) contend that the government and many people of the nation generally accept English as an entry to the rest of the world, opening up access to better jobs as well as opportunities to travel. These authors continue saying that, at a national level there are also justifications why one might want Ethiopians to be capable of speaking English; mastering the international language can enhance business scenarios and help the country to be more economically competitive in the international context. In line with this idea, Abebe (2012) notes that English language has been broadly applied in several contexts like economics, politics, tourism, telecommunications, culture as well as science and technology. Regarding the role of English in education, Mendida (2001) asserts that English has been allocated an important place, both as a language of instruction and a tool of communication since the beginning of modern education in Ethiopia. In this regard, the previous education and training policy of the nation states that English is used as the medium of instruction for secondary and higher education (MoE, 1994). It also describes that English should be given as a subject starting from grade one nationwide. Later, it recommends English to be given starting from KG primarily emphasizing on the improvement of the basic communication skills for the children. The policy document also describes that English serves as an instructional language for the secondary as well as tertiary education. However, most regions begin using English as a language of instruction from Grade 7, and few from Grade 5. Besides, Nigusie (2013) explains that all Ethiopian universities use English as a working language; as such, universities organize documents, hold meetings, write reports and minutes, etc. in English language. These experiences are still implemented in the current education system of Ethiopia.

The preceding discussions indicate that English has a fundamental contribution in both academic and nonacademic contexts in Ethiopia. Thus, it appears crucial for several Ethiopians to develop a reasonable command of English language skills to fulfill the increasing demands of the country in areas like education, economics, tourism, telecommunications, health and science and technology. The dynamic and growing effects of technology and globalization also seem to demand the mastery of the English language by individuals to succeed in different challenging

contexts. Particularly, for students attending education at any grade level, their overall academic success is expected to be influenced by their capability to communicate information in English.

English is generally an essential language in many educational perspectives. However, as the main theme of this research is reading engagement consisting of cognitive, motivational and behavioral aspects, reading skill should be considered specifically. Among the four basic language skills of English, reading skill seems to be given much priority as it is the primary tool for getting varieties of knowledge for students at schools, colleges and universities. "Reading is a powerful tool for academic success at every educational level because it provides students with access to information" (Mc Kee, 2012, p.1). Besides, the ability to decode and comprehend reading materials in the academic context is clearly associated with academic achievement where gaining new knowledge (awareness) and information is crucial and highly dependent on efficient reading skill (Coertze, 2011). Given that the largest portion of textbooks, research, and materials offered in these academic contexts are printed in English, this is undoubtedly the reality for students who learn English as a second language (ESL). Numerous people in multilingual settings need to read in an L2 (and not only English as the L2) at reasonably high levels of proficiency to realize personal, occupational and professional objectives (Grabe & Stoller, 2011). Moreover, reading is an essential skill in the foreign language teaching and learning process. It offers important linguistic input for students of foreign languages, and it helps with further development of listening, speaking and writing skills (Boakye, 2012). Authors like Metsala et al. (1999); Guthrie and Wigfield (2000) and Boakye (2012) have disclosed a reliable association between reading skills and academic success.

Especially in the context of Ethiopian secondary schools, English has been playing a crucial role both as a subject and as medium of instruction. It is used as the language of instruction for all subjects, except Amharic (working language), and it is given as a compulsory subject as described in the curriculum. Hence, for all secondary school grade levels, reading skills are among the fundamental components of English textbooks. Every skill and sub- skills such as vocabulary and grammar are practiced based on the reading passages given at the beginning of each unit. Based on its crucial role in the student's text books and its current practical benefits, reading skill seems to be given much emphasis in EFL research. Abiy (2005) emphasizes that the significant problem of employing the English language throughout the curriculum is linked to

the linguistic deficiencies observed among Ethiopian students and teachers at various educational levels.

Thus far being the roles of English language in secondary schools in Ethiopia, students in this education level have inadequate command of the language. Dhaba (2023) observes that numerous Ethiopian students struggle to communicate effectively in English language despite having invested considerable time in an English classroom setting. Specific to reading, Ermiyas and Taye (2024) confirm that numerous Ethiopian secondary school students have a limited ability to understand reading texts. One of the reasons for students' poor communication ability could be secondary school students' learning of English is largely limited to the content they learn in the classroom. Most of the students have inadequate access to English except what they learn in the classroom (Mekasha, 2005). This trend continues still today in the country except a little improvement around school libraries regarding the provision of reading materials. Moreover, most Ethiopian teachers have little experience with modern pedagogy or research-based reading instruction (Ermiyas & Taye, 2024). Above all, the students' weak competence in English reading comprehension could be influenced largely by their reading engagement which is closely associated to learners' reading outcome.

In the context of elementary schools, a study of Early Grade Reading Assessments - EGRA (2014) shows that only 29 % of third graders in Ethiopia can comprehend a short reading passage. General discussions with professionals and English teachers also indicate that students' poor communication competence may stem from factors like poor language competence, lack of motivation to learn English and socioeconomic issues. Researchers also stress that many Ethiopian secondary school students struggle to achieve the expected level of reading competence (Tekalign, 2019; Assefa et al, 2024). What is more, Abiy (2012) points out that the reading capability of Ethiopian students at secondary and tertiary levels has been declining through time. From the scholars' assertions, it would be inferred that Ethiopian students at different levels have weak reading competence, and face difficulties in comprehending various texts in English.

Ethiopian Grade 9 students are expected to meet essential goals set in the English language subject. "The purpose of grade 9 course of study in the English language is to build a strong foundation in literacy skills, knowledge and understanding through reading, writing, and spoken language. The course of study prepares students for the demands of the new General Certificate

Secondary Education (GCSE)" (MOE, 2016/17). Such types of goals would be achieved only if the students use English effectively for their learning purpose, and thus, reading skill should be given due attention at a secondary school level.

The instruction of reading skill at a secondary school level is a principal concern for ministry of education. In line with this, reading skill instruction is extremely beneficial for students of all levels. When teachers describe and model multiple strategies, as well as provide guided and independent practice with feedback until students begin to use the strategy independently, the reading levels of middle and high school students improve (Biancarosa & Snow, 2004, cited in Ermiyas & Taye, 2024). Especially in Ethiopia, where English is taught as a foreign language, reading instruction with the help of a teacher is very central. As noted by Douglas (2010) the final goal of instruction is to develop independent learners. Hence, the instructional practices that are designed to teach reading skills should eventually carry over into independent reading. The strength of reading lessons should enable learners to comprehend reading materials. This is to say, the quality of reading instructions should enable learners to acquire a variety of reading skills. In relation to the reading engagement, the subject of this study, effective reading instructions should focus on engaging learners in varieties of reading tasks.

Reading is a central skill in the realm of language education, and it has been examined from multiple perspectives, with considerable emphasis placed on reading comprehension skills and strategies. However, good reading skills and strategies are not adequate for effective comprehension of a text. Thus, for effective reading comprehension, it is crucial to incorporate a fundamental construct known as reading engagement, which is the concern of this study.

Based on the engagement theory, reading engagement is the combination of motivation, strategic approaches, conceptual understanding, and social interactions that occur during literacy activities (Guthrie & Wigfield, 2000). Besides, engaged reading integrates behavioral, emotional and cognitive processes in reading (Unrau & Quirk, 2014; Fredricks et al., 2004). These definitions suggest that reading engagement is a multi-dimensional concept which plays a vital role in comprehending various texts. Although scholars claim different dimensions of reading engagement, the most widely accepted ones are cognitive, motivational and behavioral which function in integration to make up reading engagement. Theoretically, "Reading engagement has been found to be a predictor of reading comprehension and reading achievement" (Taboada et al.,

2013, p.309). Conversely, “Students who are disengaged readers are also those who typically have lower levels of reading achievement” (Protacio, 2013, p.2).

Accordingly, readers who are actively engaged seek to read and gain knowledge through four distinct processes: they possess a motivation to read; they implement strategies during their reading; they utilize reading as a tool for constructing meaning from reading texts; and they participate in social interactions related to reading (Guthrie & Wigfield, 2000). Guthrie (2004) emphasizes that these readers tend to be significantly more achievers than their less engaged counterparts, who exhibit a lower level of these skills or demonstrate a weaker integration of them. Reading engagement is particularly important, as reading achievement is highly linked to and can be anticipated by the amount of time an individual dedicates to reading and the level of involvement in the reading activity or process (Wigfield & Guthrie, 1997). Research has also revealed a relationship between reading engagement and reading achievement (Guthrie & Wigfield, 2000; Protacio, 2013). Thus, readers who are highly engaged are intrinsically motivated and strategic when they comprehend a text. As it was indicated, reading engagement consists of three principal domains, namely, cognitive, motivational and behavioral, which are explained in the literature review, and here they are highlighted for clear understanding.

Cognitive engagement pertains to the readiness to invest the necessary mental determination to understand complex concepts and accomplish challenging tasks across different areas. It also involves the application of self-regulatory techniques and other strategies to monitor one’s cognitive endeavors (Guthrie et al., 2012). Moreover, Fredricks and Mc Closkey (2012) and Anderson (2015) note that cognitive engagement can be seen as an investment in learning that involves being thoughtful and strategic. Through their cognitive engagement, students can show behavior that goes further than specified requirements and want academic challenges. In this study, reading strategies represent the cognitive aspect of reading engagement.

Then again, motivational engagement also known as affective engagement refers to a range of actions and emotions associated to students’ classroom and school (Skinner & Belmont, 1993; Sbrocco, 2009). It is also noted that motivational engagement includes both positive and negative emotional reactions (e.g., interest, boredom, confidence and anxiety) to activities and to persons with whom an individual accomplishes the tasks (teachers, and peers) (Sbrocco, 2009).

Different aspects of reading motivation like self-efficacy, intrinsic motivation, extrinsic motivation, social interactions and reading work avoidance describe motivational engagement.

The last dimension, behavioral engagement means the direct involvement in a group of activities and, it consists of positive conduct, effort and persistence, and involvement in extracurricular accomplishments (Fredricks et al, 2004; Guthrie et al., 2012). For Sbrocco (2009), this aspect of engagement is considered positive learner conduct, like following rules in class and demonstrating activities that do not disrupt the learning context. In the current study, behavioral engagement mainly deals with students' reading behaviors; more specifically, it focuses on reading habits i.e. the types of texts (academic or non-academic) the students regularly prefer to read, and their frequency of reading the texts. Therefore, in terms of these three major dimensions or independent variables, Fredricks et al. (2004) term engagement as a multifaceted concept comprising behavioral engagement (actively performing learning tasks), cognitive engagement (applying high-level strategies to enhance deep learning), and motivational engagement (enjoying academic tasks and conveying enthusiasm regarding learning).

Engagement represents a contemporary trend in education that has garnered significant interest from researchers across multiple disciplines. Researchers emphasize that there has been a growing emphasis in educational research on the notion of student engagement and its impact on academic success (Fredericks et al. 2004; Anderson, 2015). This curiosity in engagement is initiated by the desire to increase student learning as the more academically engaged learners are, the higher their achievement will be (Reschly & Christianson, 2012). Further, there has been a growing emphasis among researchers, educators, and policymakers on the importance of student engagement as a fundamental solution to issues such as low academic achievement, student disinterest and alienation, as well as elevated dropout rates (Fredericks & Mc Closky, 2012). Research indicates that as students move from elementary to middle school, their level of engagement decreases (Fredricks & McCloskey, 2012). This decline in interest, enthusiasm and motivation becomes even more dramatic when learners progress from middle school to high school (Skinner et al., 2008). Guthrie et al. (2012) confirm that the effects of disengagement for middle and high school students from underserved experiences are differently serious; these students are not likely to complete graduation from high school and face inadequate employment scenarios, maximizing their risk for poverty, poorer health, and other contexts.

In line with the preceding evidence, it is possible to deduce that reading engagement is a crucial factor in enhancing students' reading achievement and their overall success at school. Hence, research on the construct of reading engagement in EFL classes is imperative in order to get insights in to how reading engagement can help enhance reading comprehension and in turn reading achievement. Thus, the central focus of this research is reading engagement with its three major aspects, namely, cognitive, motivational and behavioral engagement in connection to achievement in reading.

1.2 Statement of the Problem

Anecdotal discussions and empirical studies indicate that Ethiopian secondary school students appear to be less engaged in language skills in general and in reading skills in particular (Ermiyas & Taye; 2024, Getaye, 2017). When students are less engaged in reading, they are more likely to succeed low reading achievement. One major cause for these low reading competencies may be learners' disengagement from reading text, and research advocates the idea that learners become progressively disengaged from reading as they advance into middle and high school (Guthrie et al., 2012; Anderson, 2009). Thus, one of the focuses of examining reading engagement should be its relationship with reading achievement, particularly at the secondary school setting.

The researcher is intrigued in studying on the topic of reading engagement by his experience of teaching at high school and from his current practices of teaching at a university. He had opportunities to meet grade 9 students in different circumstances in the North Shewa zone. The first was when he was teaching English language at secondary and preparatory schools for two years. The other was during some ELIC (English Language Improvement Centre) and STEM (Science, Technology, Engineering and Maths) summer programs at Debre Berhan University when some selected students came for special training. In these experiences, grade 9 students' reading comprehension ability seemed low. Most of the students were not capable of comprehending even simple reading passages.

In addition, English language teachers at secondary schools in Debre Berhan town reported that their students have low reading competence and reading achievement. During informal discussions, the teachers explained that the majority of their students are passive, less motivated,

less interactive and attentive during reading lessons. They emphasized that most of the students have been scoring low in reading comprehension tests and exams. In other words, the students are not engaged readers as these behaviors characterize disengaged readers. The researcher's experience with tertiary students' reading competence and engagement also shows a similar trend, and he believes that university students' reading engagement might have been affected by their high school reading background. Inspired by these pushing factors, the researcher has always been asking questions like: What does secondary school students' reading engagement look like in EFL reading classes? Is there a relation between secondary school students' reading engagement and their reading achievement? What could be the reasons that affect the students' reading engagement? These are among the major rationales for the current researcher to conduct this study on reading engagement at the context of secondary school.

The trend in the Ethiopian students' reading ability and reading engagement seems to contrast with the quality of engaged readers who are motivated, strategic, knowledgeable to construct meaning, and interactive while reading (Guthrie, 2004). There seems to be a gap between learners' present status of reading achievement and the high focus on the increasing expectations from the country. Here, it could be reasonable to deduce that the students' low reading comprehension performance happens mainly due to their poor engagement in reading. Therefore, there is a need to examine reading engagement in the context of the Ethiopian language instruction, particularly at the secondary school level to uncover how learners' reading engagement is related to their reading achievement and to understand the role of reading engagement in enhancing reading achievement among EFL secondary school students.

It was well established that reading engagement has a promising role in facilitating ELLs' reading achievement. However, a few studies were conducted on the construct of reading engagement (Coertze, 2011; Guthrie et al., 2012; Protacio, 2013; Taboada et al., 2013; Lee, 2017; Mete, 2020) by integrating its three major aspects. Some of the studies regarding reading engagement, which are presented comprehensively in Chapter Two, are highlighted below.

Protacio (2013) has carried out a qualitative case study to examine the reading engagement of English language learners. She examined whether the four aspects of reading engagement (reading motivation, reading strategy, conceptual understanding, and social interaction) account

for reading engagement and if any additional elements should be considered in ELLs reading engagement. Taboada et al. (2013) also quantitatively investigated the role English language learners' reading engagement plays in both general and content-specific reading comprehension in 5th and 6th graders. They used reading engagement to decide whether it mediated the association between ELLs' language ability and general reading comprehension. In an experimental study, Mete (2020) investigated the influences of the reading engagement model on the reading comprehension performance and reading engagement of sixth-grade students. Additionally, Lee (2017) has explored the relationship between student engagement and academic performance (particularly reading performance), student engagement consisting of the two dimensions of engagement i.e. behavioral engagement and motivational engagement. More recently, Ghavamnia and Kashkouli (2022) investigated the association between reading motivation, reading engagement, reading strategy use, and L2 reading proficiency as well as the predictive powers of the three former variables on second language reading proficiency of Iranian EFL students. In Ethiopia, Getaye (2017) conducted a case study to explore the relationships of reading engagement factors and reading performance, and the predictive powers of reading engagement domains on freshman university learners' academic performance as well as to look into the similarities or differences among low, medium and high academic achievers.

As these sample studies of different focuses indicate, they have employed entirely quantitative or qualitative research designs, and they did not study the reading engagement aspects comprehensively. A few other studies did not specifically deal with reading engagement in terms of reading achievement, but with respect to general educational achievement (e.g. Getaye, 2017). Some of the studies on reading engagement have also emphasized on Concept-Oriented Reading Instruction (CORI), (e.g. Guthrie & Klauda, 2014; Wig field et al., 2008; Guthrie et al., 2012).

Several studies were also carried out on each aspect of the reading engagement separately. For instance, studies have explored the association between students' use of reading strategies (cognitive engagement) and their reading comprehension outcomes, and the frequency of reading strategy use (Sari, 2017; Rastakhiz & Safari, 2014; Solak & Altay, 2014; Nizzam, 2016). Likewise, many studies have been carried out to look at the association between various aspects of reading motivation and reading achievement (Wang et al, 2020; Kedir & Demis, 2024; Cox & Guthrie, 2001). Studies were also done on the third aspect of reading engagement, reading

behavior which investigated the association between learners' reading habits and reading performance, and the types of texts students read (academic or non-academic) (Achew & Larsen, 2014; Palani, 2015).

Research that examined how students are practically engaged in reading during EFL reading classes, and how their reading engagement is related to their reading achievement including all the three reading engagement domains is rare. The majority of the previous research focused on one or two of the engagement aspects at a time. Besides, the contexts of the existing studies on reading engagement have emphasized mainly on students in primary, elementary and middle school, and were rarely a case at secondary school students. In fact, secondary school seems to have been given more attention because when students advance to high school, they get more disengaged (Fredricks & McCloskey, 2012). Furthermore, in terms of approach, most of the previous reading engagement studies have entirely employed quantitative (correlational, experimental or survey) and few used qualitative methods. They have scarcely dealt with the comprehensive practice of reading engagement in EFL classes by employing mixed methods research. Moreover, the majority of the small-scale researches conducted on reading engagement frequently used students as sources of data; they rarely included teachers to obtain data for their studies. Above all, the construct of reading engagement is little researched in the Ethiopian language instruction context.

Thus, to bridge these major gaps in the literature, an in-depth and comprehensive study with a new perspective was needed to examine reading engagement in the context of EFL reading classes. To this end, by employing mixed methods research design, and by including the three major aspects of reading engagement, this study investigated Ethiopian grade 9 students' reading engagement in EFL classes. Specifically, it examined whether the aspects of students' reading engagement (strategy, motivation, and behavior) are associated with reading achievement. It also determined the predictive abilities of the three reading engagement domains on students' reading achievement. Furthermore, it explored the level of students' reading engagement in terms of reading strategy, reading motivation and reading behavior finally assessing the major reasons that influence the students' reading engagement when the students read texts.

The current study is considerably different from the former studies of reading engagement in many ways - context, design, use of multi-tools and the variables involved being the major ones. Firstly, this study is the first to investigate reading engagement in the context of Ethiopian secondary school EFL instruction. It introduced a new perspective to investigate reading engagement at the Ethiopian language education system at secondary school level. Secondly, it differentiated itself because it employs a mixed methods research design to achieve the objectives; it utilized both the quantitative and the qualitative methods to study reading engagement. Thirdly, it employed multi-methods for data collection and analysis processes to achieve data triangulation. Fourthly, it is remarkable since it examines reading engagement inclusively focusing on all three major aspects of reading engagement to provide a more comprehensive insight into the practice of reading engagement within the instruction of reading skills in the Ethiopian secondary school EFL context.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this study is to investigate secondary school students' reading engagement in EFL grade 9 reading classes.

1.3.2 Specific Objectives

To achieve the above general objective, the study specifically aims to:

1. examine whether a relationship exists between grade nine students' reading engagement aspects and their reading achievement in EFL reading classes;
2. determine if the three aspects of reading engagement predict students' reading achievement;
3. find out the aspect of reading engagement that best predicts students' reading achievement;
4. explore the students' reading strategy use and frequency when they read texts in English;
5. find out students' reading motivation when they read texts in English;
6. explore students' reading behaviors when they read texts in English, and
7. identify the major reasons affecting secondary school students' reading engagement in EFL reading classes.

1.4 The Research Questions

Based on the preceding specific objectives, the following research questions were set to be answered in the study:

1. Is there a relationship between grade 9 students' reading engagement aspects and their reading achievement in EFL reading classes?
2. Do the three aspects of reading engagement (strategy, motivation and behavior) in combination predict students' reading achievement?
3. Which aspect of reading engagement predicts students' reading achievement most?
4. How frequently do the students use reading strategies when they read texts in English?
5. To what extent are the students motivated readers in English reading classes?
6. What types of texts (academic or nonacademic) do the students most frequently read?
7. What are the major reasons affecting EFL students' reading engagement in reading classes?

1.5 Scope of the Study

The main objective of this research is to investigate secondary school students' reading engagement in EFL reading classes in terms of the three major dimensions (cognitive, motivational and behavioral) as well as to determine the relationship between students' reading engagement aspects and their reading achievement. Further, it explored the students' level of reading engagement in terms of strategy, motivation, and behavior. Finally, the study sought to describe the major reasons that affect students' reading engagement when they read different texts in English. The study was delimited to the context of Ethiopia, North Shewa zone, Debreberhan town. Moreover, the study's population was limited to grade 9 students who entered in the 2021/22 academic year at Basso General Secondary School. Among 850 grade students in the school, 230 of them were selected via simple random sampling technique. Consequently, the findings of the study may not be applicable to other grade levels within the secondary school.

1.6 Significance of the Study

The results of the current study on reading engagement will have considerable significance for various stakeholders. They can provide information for Ethiopian policymakers, curriculum specialists and material developers about future planning and innovation with regard to teaching reading skills for secondary school education. These stakeholders may consider reading engagement models and strategies in the Ethiopian language education program aiming to facilitate students' reading comprehension.

Policymakers can use the findings for evidence-based decision-making. This reading engagement study provides data that can guide policies around literacy education, including funding for reading programs and interventions. Curriculum specialists can integrate strategies which are proven to enhance reading engagement into course designs, making the curricula more interactive, diverse, and aligned with students' interests. Material developers, textbook authors, application developers and publishers can use engagement studies to produce materials that align with students' interests, learning styles, and cultural backgrounds, making reading materials more engaging and accessible.

Students may also benefit from the results of this study as reading engagement is mainly associated with them. By identifying and employing various reading engagement strategies, students can increase their focus and attention to a reading process. In addition, the study can reveal individual preferences, difficulties, and strengths, enabling more personalized reading strategies that cater to diverse student needs.

It is hoped that the study's findings can help teachers by providing them with essential insights into the contributions of reading engagement on both English language instruction and learning. The findings can also inform teachers of new techniques in which reading engagement could help learners succeed in comprehending texts and achieving good outcomes. Concerning class management, for instance, as engaged readers are often more focused and less likely to disrupt classroom dynamics, teachers can use these insights to promote more positive learning situations.

By identifying major reasons that impact EFL students' engagement in reading, the study can provide awareness of the challenges related to student achievement, progression and retention.

As reading engagement is related to many external factors like parents, teachers, the school and policymakers, parents may get insight into how they can help their children to be engaged in reading at home. Finally, the study will inspire other researchers who want to pursue further studies on reading engagement in the Ethiopian context in other focuses and approaches.

1.7 Structure of the Thesis

The thesis is organized into five chapters. The initial chapter primarily outlines the background of the study, articulates the statement of the problem, delineates the research objectives, and poses the research questions, as well as defines the scope and significance of the study. The second chapter provides a comprehensive review of the relevant theoretical and empirical literature. Then, the third chapter focuses on the research methodology, detailing and justifying the methods and materials utilized in the study. It encompasses several sub-topics, including an overview of the research paradigm, the research design, the study setting, the participants involved, sampling techniques, and data collection tools, procedures for data collection, data analysis methods, and ethical considerations. The fourth chapter focuses on the analysis of data, the findings, and the discussions arising from the findings of study. It also addresses the implications and limitations of the research. Subsequently, the fifth chapter concludes the thesis by offering summaries, conclusions, and recommendations in line with the research findings.

1.8 Operational Definitions

Engagement

Engagement can be understood as the involvement, participation and commitment to a group of activities both inside and outside the class, which results in a range of measurable achievements, often considered as a multi-faceted construct composed of three domains that include behavioral, cognitive and motivational (Blumfield et al., 2004; Guthrie et al., 2012).

Reading engagement

Reading engagement denotes to the active interaction with a text that is both strategic and driven by motivation, which is correlated to reading comprehension. It encompasses the combined operation of motivation, conceptual understanding, strategies, behaviors, and social interactions

that occur during reading activities (Guthrie & Wigfield, 2000). It consists of three major dimensions: cognitive, motivational, and behavioral, each of which has its own components.

Cognitive engagement

Cognitive engagement is regarded as the coordination of various reading strategies and conceptual knowledge (cognition) in reading. It focuses on the awareness and use of various types of reading strategies such as global, problem solving, and support, as well as the frequency of the application of these strategies (Reichard & Mokhtari, 2002).

Motivational engagement

Motivational engagement also known as affective engagement pertains to a range of actions and emotions associated to learners' classroom and school (Skinner & Belmont, 1993; Sbrocco, 2009). It is is a motivational construct that subsumes 5 major aspects- self- efficacy, intrinsic motivation (comprising curiosity, challenge and involvement), extrinsic motivation (consisting of recognition and competition), social motivation and reading work avoidance.

Behavioral engagement

Behavioral engagement means the direct involvement in a group of activities and, it consists of positive conduct, effort and persistence, and involvement in extracurricular accomplishments (Fredricks et al, 2004; Guthrie et al., 2012). In this study, behavioral engagement is operationalized as a construct concerned with students' reading behaviors or reading habits. It specifically deals with the types of texts the students usually read and the extent or frequency in which they read these texts.

Reading achievement

Reading achievement refers to the measure of students' current general reading comprehension ability as measured by reading achievement test, against certain reading passages. "Achievement is the process of developing a skill or knowledge. The most common type of achievement is a standardized progress in developing the measurable skill or knowledge learned in a given grade level, usually through planned instruction such as training or classroom instruction" (Brown, 2004).

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2. Introduction

This chapter provides an extensive literature that guides the research. Literature review is discussed by highlighting and summarizing topics like the concept of reading, theories of reading process, the concept of engagement and reading engagement, dimensions of engagement, factors influencing reading engagement, and empirical research on reading engagement. The chapter finalizes the discussion by presenting the theoretical framework and conceptual model of the research.

2.1 The Concept of Reading

Defining reading in a sentence exhaustively could be difficult as reading skill is associated to various aspects of knowledge such as psychology, education, linguistics and literacy studies. Even so, the concept and meaning of reading is highlighted in this section. Grabe and Stoller (2011) explain that reading can be taken as the capability to extract meaning from the printed page and interpret this data properly. Nevertheless, "this 'definition' does not really tell us much about what happens when we read and how we comprehend a text" (Grabe & Stoller, 2011, p. xvi). Grabe and Stoller further highlight that reading comprehension is notably complex, involving a variety of processing skills that are harmoniously integrated in highly effective combinations. As Afflerbach and Cho (2011) argue, reading constitutes a multifaceted activity and intricate process that encompasses the comprehension of written text, the development and interpretation of meaning, and the application of that meaning in accordance with the specific type of text, its intended purpose, and the context in which it is situated. This explanation indicates that reading is a process of extracting meaning from written materials, and it is content, purpose and context bounded.

Reading exceeds the simple connection of sounds to written symbols; it inherently encompasses meaning at a fundamental level (Fisher, 2004, cited in Herath, 2010). Thus, reading is beyond a cognitive process of decoding the words, reading fluently, or understanding the text. Rather, it is becoming deeply involved, fascinated, occupied and immersed in a material, or engaged (Baker et al., 2000). Besides, Alexander and Fox (2013) as cited in Zasacka and Bulkowski (2017) indicate that reading is a complex process of creating meaning, which owns a multidimensional

cognitive, aesthetic and socio-cultural nature, but it is built on specific skills. In this respect, it can be inferred that reading is composed of varied specific features.

Reading is an indespensible component of one's personal and educational development, but the reading comprehension may be even more crucial. According to Mc Knee (2012), in its inherent nature, reading is not sufficient; someone should be able to breakdown, analyze, and re-organize ideas and knowledge. One needs the capacity to apprehend what the author is trying to communicate.

Reading for general comprehension, in its most straightforward interpretation, refers to the ability to grasp information presented in a text and to interpret it correctly. Nevertheless, the skills involved in comprehension are significantly more intricate than this description suggests (Grabe & Stoller, 2011). To provide a more precise depiction of reading comprehension, it is defined based on a set of necessary processes. To understand comprehension abilities, it is essential to consider the following processes which are included in fluent reading comprehension, and fluent reading is a practice that is, rapid, efficient, purposeful, evaluating, interactive, comprehending, strategic, learning, flexible and linguistic. "No one process defines reading comprehension by itself, but together they provide a fairly accurate account of the processes required for fluent reading" (Grabe & Stoller, 2011, p.17). Furthermore, Grabe and Stoller (2014) describe reading comprehension in this way:

> Reading comprehension is a complex, multiple task ability. It can be defined as abilities to recognize words rapidly and efficiently, develop and use a large amount of vocabulary, process sentences in order to build comprehension, and engage a range of strategic processes and underlying cognitive skills, e.g. setting goals, changing goals flexibly, and monitoring comprehension (p.4).

Reading comprehension processes are classified in to 2 equally challenging main types, the lower-level and the higher-level processes (Grabe & Stoller, 2011). The foundational abilities encompass word identification, graph-phonics, and similar skills, whereas the advanced abilities involve syntactic, semantic, and additional cognitive processes. Furthermore, for an individual to effectively understand the material being read, it is essential to have knowledge of text structure and topic, as well as an awareness of reading strategies and the application of these strategies during the processing of information and word recognition (Mc Kee, 2012). In a wider and

comprehensive list, Janzen and Stoller (1998) identify 10 reading comprehension strategies as being: identifying the purpose of reading, predicting, previewing, asking questions, checking predictions or finding an answer to the questions, relating the text to previous knowledge, summarizing, linking one portion of the text to another, and identifying text organization.

The preceding definitions of reading mainly emphasize on the cognitive aspects of reading. However, reading is more than a cognitive process, and involves other aspects like motivation, behavior and social interaction. In light of this, as Guthrie and Anderson (1999) describe, "Motivations and social interactions are equal to cognitions as foundations for reading" (p. 17). Generally, reading in itself and the reading comprehension process is a multi-task, dynamic, complex ability, and it involves many activities and procedures.

2.2 Types of Reading

As there are several purposes for reading, there are various types of reading which can be implemented in line with the various purposes. In this sense, scholars have proposed different types of reading, the following being some major ones to mention.

2.2.1 Academic Reading

It appears clear that a student learning at any academic institution applies at least academic reading. In line with this idea, a student should pass different examinations during one's whole course of academic lifetime. Comprehending a text is the objective for readers to respond to any type of questions in tests or assessments because they understand the text accurately if they extract the necessary information as efficiently as possible (Grellet, 1996, cited in Solak, 2014). As per Lumen learning.com, we are quizzed or tested; we are required to debate, analyze, or critique the text we read. We are expected to read carefully, remember the text perfectly, and compare it to other texts for style as well as content. OUATipsheets (2014) also stresses that academic reading frequently asks us to actively engage with, and critically think about the information we acquire. There is a purpose behind what we are reading, and comprehending this purpose shapes how we interpret and apply the information.

2.2.2 Nonacademic Reading

In addition to academic motives, we have different non-academic reasons to read. In the academic type of reading, learners read texts due to the syllabus requirements and the assumption of succeeding in various assessments. However, non-academic reading is accessible and readers have an opportunity to select from a vast array of books in accordance their interest, options for choice and opportunity to spending time (Solak, 2014). Non-academic reading is believed to develop students' reading skills by exposing them to various types of texts. Non-academic texts are authentic texts such as magazines, newspapers and novels which students read for enjoyment or pleasure by their choice. These kinds of reading, print or electronics, help students to develop the love of reading, reading speed and good reading habit.

2.2.3 Intensive Reading

Intensive reading refers to the actual learning of reading skills in an instructional context. Learners are exposed to various materials and asked to accomplish activities like answering comprehension questions based on the text given (Jose & Raja, 2011). The authors also point out that students may be taught to look for critical information in the text they read, and make inferences and so on. Brown (1989) explains that intensive reading emphasizes grammatical forms, discourse indicators and other external structure details to understand literal meaning, implications as well as rhetorical associations. In several EFL classes, teachers have primarily applied intensive reading strategy, highlighting vocabulary, grammar, text features, and comprehension. In this technique, students commonly work with short texts or specific information with close guidance of the teacher. The objective of intensive reading is to assist students in deriving a detailed understanding of the text, to improve reading skills like recognizing main ideas and identifying textual connectors, and to improve their vocabulary and grammatical knowledge (Renandya, 2007, cited in Oh, 2018). Intensive reading by itself is insufficient for learners to enhance their reading fluency, which is an essential ability that proficient readers attain only through extensive and repeated engagement with large volumes of written material.

2.2.4 Extensive Reading

Extensive reading is defined by Williams (1984) as quick reading of lengthy texts. Besides, Nuttall (1996) asserts that extensive reading is inherently an individual pursuit, allowing the reader to immerse themselves in their own world of reading for personal enjoyment. The purpose of extensive reading is not primarily focused on linguistic aspects. Its principal objective is to extract information from the reading material. During extensive reading, the reader's attention is directed towards grasping the overall meaning or concept of the text. This practice is referred to as 'reading for information' (Jose & Raja, 2011). The authors also stress that teachers can assist students in cultivating the abilities to identify, evaluate, and systematically arrange information, as well as to retain what they have read. Engaging in extensive reading serves as the most effective method for students to acquire proficiency in reading a substantial amount of comprehensible content.

Nuttall (1996) identified two primary reasons for engaging in extensive reading. The first justification is that extensive reading helps to enhance students' reading abilities. The second justification is that it creates a distinct environment for students while also offering them enjoyment. As Grabe and Stoller (2011, p.259) emphasize, extensive reading exposes learners to "large quantities of material within their linguistic competence." Day (2011), as referenced in Oh (2018), also argues that extensive reading within the EFL/ESL setting is a pedagogical method aimed at encouraging students to read in English while deriving pleasure from the activity. Having these features, it can be argued that extensive reading is a tool in which students read various authentic materials for their enjoyment, and develop speed, vocabulary and comprehension skills.

2.2.5 Scanning

This type of reading pertains to the process of going quickly through a text to get particular information like specific phrases, figures, names, and so on (Urquhart & Weir, 1998, cited in Alshammari, 2015). By the same token, scanning means the rapid reading technique employed to locate specific information. You may not be aware, but you possess a natural proficiency in scanning. For instance, you engage in scanning when checking a TV guide or a telephone directory. This method can enable you to 'read' at speeds of up to 1,500 words per minute. A

primary purpose of scanning an academic text discovered while researching is to identify essential terms, which serves as a method for evaluating the text's importance (Help sheet, n y: 2). "Sometimes, you will read quickly to find a particular pieces of information, for example, a statistic, a date, a person's name, or the name of a place. Again, you do not need to read every word to find this information. Instead, scan the text using a finger or a pencil to move quickly through the words" (Girma, 2020, p.21).

2.2.6 Skimming

Skimming involves rapidly reading through a text to grasp the main idea or to develop a general understanding of the subject matter (Urquhart &Weir, 1998, cited in Alshammari, 2015). Grellet (1996) also describe skimming as 'reading for gist'. For Williams (1996), the objective of skimming is merely to gain an overview of the content of a text. Readers engage in skimming to fulfill a broad curiosity regarding the material, rather than to seek specific answers to particular inquiries. Scholars have emphasized the significance of skimming as an effective reading strategy. Both skimming and scanning are techniques associated with quick and efficient reading. Skimming involves rapidly reading through a text to grasp its main ideas, whereas scanning entails quickly searching through a text to locate a particular piece of information (Grellet, 2010, cited in Teixeira, 2015). These skills are frequently applied in practical situations, such as when we peruse classified advertisements to locate specific information or when we skim through a text to grasp its overall meaning and determine whether it merits a more detail reading.

2.2.7 Critical Reading

As per reading authors, the term 'critical' denotes an effort to judge objectively to identify both advantages and disadvantages. Furthermore, 'critical' refers to the ability to discriminate or evaluate when applied to the act of reading. Typically, critical reading has three categories: (1) reading on the lines, (2) reading between the lines, and (3) reading beyond the lines. In practice, proficient reading necessitates the integration of critical thinking and thorough study. Practically, effective reading involves critical thinking and studying (Jose & Raja, 2011). In the words of Alfassi (2004), it is essential for learners to comprehend the meaning of a passage, critically evaluate its message, retain the information presented, and adapt the newly attained knowledge

in a flexible manner. Critical reading involves more than just understanding the text at face value; it requires an engagement with the underlying meanings and implications that lie both between and beyond the lines. Ahuja and Ahuja (1995) assert that engaging in critical reading necessitates a mind that is interpretive, attentive, and creative. Skills of critical reading are crucial if the learners are to make intelligent decisions depending on the text they read. In this sense, it is possible to deduce that critical reading is a higher level reading ability.

2.3 The Purpose of Reading

One could contend that the primary objective of reading is to achieve a comprehension of meaning. "The ultimate goal of reading is not the process of reading itself, but the unraveling of the meaning represented by the words, phrases, and sentences" (Jose & Raja, 2011,p.2). The goals for reading can be divided with regard to the different purposes it can communicate. Grabe and Stoller (2011) explain that we read:

1) to get the main idea but not much more (e.g. skimming a newspaper story),
2) to locate specific information (e.g., scanning for a name, date, or term),
3) to learn information (i.e., reading to learn),
4) to synthesize information from multiple texts, or from a longer chapter or book, to take a critical position regarding that information (i.e., reading to integrate and evaluate information).
5) for general comprehension (i.e., reading to understand main ideas and relevant supporting information), and
6) for pleasure, with the intention of being entertained or informed, but not tested.

As stated by Grabe and Stoller (2011), different means of reading should be considered in a complete description of reading, and they confirm that the purposes of reading can be categorized under different headings. To begin with, reading to search for simple information is a normal type of reading capability, although some authors consider it as a comparatively private cognitive process (Guthrie & Kirsch, 1987, cited in Grabe & Stoller, 2011). It is employed so frequently in the process of reading; it is possibly best understood as a type of reading capability; in this kind of reading, one specifically scans the text for a particular word, or a particular piece of information, or a few representative phrases such as address or phone number. The other purpose, reading to skim, is a common component of several reading activities and a valuable

skill in itself. It encompasses a blend of strategies aimed at guessing the potential locations of essential information within the text, followed by the application of basic reading comprehension abilities to those specific sections, ultimately leading to the formation of a general understanding (Grabe & Stoller, 2011). They further note that reading to learn normally happens in academic and professional settings in which a person needs to learn a significant amount of information from a given text. The process is typically conducted at a pace that is marginally slower than standard reading comprehension, mainly because it involves strategies such as rereading and reflection to enhance information retention.

The purpose of reading to integrate ideas necessitates additional judgments regarding the relative significance of complementary, mutually reinforcing, or conflicting information, as well as the potential reorganization of a rhetorical framework to incorporate ideas from various sources. The development of these skills necessitates a critical assessment of the information being read, enabling the reader to determine which information to incorporate and the manner in which to integrate it to achieve their objectives (Grabe & Stoller, 2011).

The primary objective of reading for general comprehension serves as the foundation for most other reading purposes. It strengthens the significance of complementary information, which may either support or conflict with one another, and facilitates the potential reorganization of a rhetorical framework to integrate information from various sources (Grabe & Stoller, 2011). It is practically more intricate than normally supposed. The authors continue to describe that the objective, when executed by a proficient and fluent reader, requires the swift and automatic process of words, robust abilities in constructing a comprehensive understanding of key concepts, and effective management of multiple processes within tight time limitations. It is vital to note that the purpose of reading aligns with personal preferences. The intention behind reading the same text can vary based on individual interests. One reader may engage with the material solely for enjoyment, while another may do so to acquire knowledge (Ögeyik, 2008). In sum, without a motivating purpose, there will be little or no reading practice.

2.4 Theories of the Reading Process

Several theories on reading process and development can be mentioned. Numerous theories of reading have sought to describe the reading process and contribute to successful reading ability or lack thereof in line with the assumptions of the serving paradigm. The different theories and views on reading, which change from time to time and impact language instruction as well, are discussed in this section for comparison. Most of the literature on reading theories discusses on L1 English language learners. Simultaneously, these theories work for second or foreign language learners. Current reading research indicates that readers in both their first language (L1) and second language (L2) engage in comparable cognitive processes during the act of reading (Grabe, 2004, cited in Dorkchandra, 2010). Thus, in this part, the three classical reading models along with others are described in detail.

2.4.1 Cognitive Views of Reading

During the majority of the 20th century, specifically from 1950 to 1985, reading was primarily regarded as a cognitive endeavor. The prevailing theories of behaviorism and cognitivism during this era significantly shaped both the theories surrounding reading and the methods of reading instruction. Notable reading theories that emerged during this time include the bottom-up and top-down approaches (Boakye, 2012). These theories are discussed under here in detail.

2.4.1.1 Bottom-up Approach

The bottom-up views were principal from around 1950 to1965 (Alexander & Fox, 2008). “This approach was typically associated with behaviorism … and with phonics approaches to the teaching of reading that argues that children need to learn to recognize letters before they can read words and so on” (Alderson, 2000, p.17). The author further states that within this traditional perspective, readers are perceived as passive interpreters of sequential graphic, phonemic, syntactic, and semantic organizations. As noted by Nunan (1991), the bottom-up approach characterizes the process of reading as a methodical construction of meaning through the analysis of text at the level of individual words and sentences. This theory is founded on the fundamental idea that reading primarily encompasses the decoding of a sequence of written symbols into their corresponding auditory forms. It entails translating from one form of

representation, such as letters or graphemes, to another, namely sounds or phonemes, in order to extract meaning.

As per Alderson (2000), this method suggests that the reader starts with printed text, identifies graphic elements, translates them into phonetic sounds, recognizes the words, and interprets their meanings. ach subcomponent involves sub processes which occur independently of each other and build up on preceding subcomponents; subcomponents higher up the chain, cannot, however, feedback in to the components lower down (identification of meaning does not result in letter recognition), for example.

Urquhart and Weir (1998) note that the text serves as the fundamental element in comprehending bottom-up reading, wherein readers are assumed as passive receivers of information contained within the material. La Berge and Samuels' (1974) Shared Capacity Theory is prominent in this cognitive, bottom up approach. In line with this approach to reading, La Berge and Samuels' theory describes how information is directed to the brain to be processed, and proposes that reading fluency is gained largely via automaticity in decoding. In view of Boakye (2012), this explanation suggests that memory and attentional capacity may be affected; if an excessive amount of cognitive energy and processing time is devoted to decoding words, there will be a restricted capacity for memory and attention dedicated to comprehension. Automaticity allows the mind to focus on comprehension by freeing up cognitive resources. This automaticity is achieved solely through extensive practice, which involves countless hours of reading. Reading is regarded as a solitary, skill-based cognitive endeavor that adheres to specific processing steps.

The bottom-up view of reading is blamed to have some weaknesses. Carrell (1988) cited in (Abiy, 2005), for example, considered it to be passive for it argues to entirely keep talking about a linguistic decoding process. Reading is conceived as an adjunct to oral language skills, and this is supposed to be the impact of the audio-lingual method, and the structuralists' view of phoneme-grapheme relationships. Abiy (2005) notes that the conception of second language reading process as a decoding of sound-symbol associations and mastering of oral dialogues is assumed to be the principal step in the improvement of reading proficiency.

According to Grabe and Stoller (2011), while much decoding is essential and plays a significant role in reading, achieving fluent reading that leads to meaningful comprehension cannot be

accomplished through this process alone. Nevertheless, numerous teachers tend to primarily rely on this approach in their instructional practices. They further explain that this may also justify why many learners get vocalized and subvocalized readers. They are only capable to attain meaning via sound. Although the bottom-up approach has been popular to reading development, its weaknesses have led to the emergence of the top-down approach.

2.4.1.2 Top-down Approach

Another approach of reading process in the cognitive view is the top-down approach. Taking into account the insufficiencies of the bottom-up approach, the top-down approach turn out to be the principal model between 1966 and 1975 (Alexander & Fox, 2008). Smith (1971; 1973; 1978) and Goodman (1971; 1976) were strong advocates of the top down approach to reading, while they were also followed by many reading researchers like Alderson (2000) and Alexander and Fox (2008). Suggested as a substitute approach, this model postulates that reading progresses through the processing of larger language elements. As said by Boakye (2012), the reader is at the heart of the reading process, not the text. This means, attention is given to the knowledge a reader owns. The top down model describes that readers contribute other knowledge sources into the reading procedure. Boakye adds that instead of viewing readers as mere passive recipients of meaning, as suggested by the bottom-up approach, they are assumed as active participants who reconstruct meaning from the material presented. The dynamic collaboration between the reader and the text is a fundamental aspect of the reading process. Readers engage with the text by formulating hypotheses and making predictions. Boakye (2012) elucidates that instead of merely decoding words, the reader utilizes goals and expectations to derive meanings from the text; the reader formulates hypotheses and subsequently validates these expectations based on prior knowledge.

Goodman (1971) as cited in Alderson (2000) described reading as a psycholinguistic guessing game, wherein a reader infers or anticipates the meaning of a text based on textual cues and their existing background knowledge. This top-down model highlights the process of meaning construction. The top-down model emphasizes on the construction of meaning. To attain comprehension, a reader must mentally reconstruct and reorganize a text, integrating new information with existing knowledge in memory, thereby creating new coherent mental images. The reader engages with the text by incorporating their prior knowledge of the subject matter,

along with their understanding of language mechanics and expectations regarding its use, into the text's content (Nunan, 1991). In the top-down era, Schema Theory was employed to explain the role of prior knowledge in shaping comprehension processes. The schema theory posits that the knowledge individuals possess in their head is structured into interrelated frameworks, formed by their past encounters with the experiential world. This organization aids in interpreting new experiences and allows for the prediction of what one may encounter in specific contexts. Inappropriate use of schemata during comprehension results in difficult of comprehension and may lead to incorrect interpretations and weak inference.

Alderson (2000) pinpoints that in the top-down approach and its associated schema theory, the link between linguistic forms and knowledge of the world is principal to explain the process of reading. As such, the more predictable a sequence of linguistic components, and the more familiar the subject matter of the text, the more readily the text will be processed. In fact, study has has found that familiarity can overcome text difficulty.

2.4.1.3 Interactive Approach

The shortcomings of both the top-down and bottom-up theories show that no single theory can adequately explain reading. Rather, it appears more logical to explain reading using a combination of the two methods. Bottom-down and bottom-up procedures are required. According to an interactive method that combines the two approaches, readers analyze texts on multiple levels. Notable here is, reading constitutes an ongoing engagement that involves the visual recognition of letters, the comprehension of words, the understanding of sentence structure and meaning, as well as the interpretation of sentences and overall text, according to Van Dijk and Kitsch's (1983), cited in Boakye (2012) Discourse Comprehension Model, is typically classified as interactive.

The Interactive Compensatory Model, proposed by Stanovich in 1980, serves as a quintessential illustration of an interactive model. According to this model, which is based on Stanovich's assumption as explained by Alderson (2000), inadequacies at one level can be made up for by using information at other levels. This implies that in order to compensate for shortcomings at every level, top-down and bottom-up procedures work together. For instance, higher level processes like background knowledge take over when readers lack the lower level resources. In a

similar vein, lower-level procedures compensate for higher-level shortcomings. When presented with challenging texts, readers of second languages often use higher level processing to make up for a lack of linguistic resources at lower levels.

The two preceding models fail to account for the interactive and compensatory activities previously described. The bottom-up model posits that the initiation of higher-level processes, such as the application of prior knowledge, must be contingent upon the completion of lower-level decoding processes. Conversely, the top-down approach disregards the significance of these lower-level processes. The interactive approach recognizes the nature of both models and is advocated by linguists in the area. "It involves interaction between top-down and bottom-up processes, as well as interaction between the reader and the text" (Grabe & Stoller, 2011, p.35).

2.4.1.4 Comprehensive Interactive View

A more complex interactive perspective on reading, along with a broader theory of the reading process, has developed in addition to the three reading theories previously discussed. Scholars like Grabe and Stoller (2011) and Alderson (2000) acknowledge that fluent reading is characterized by its speed, motivation, purpose, and interactivity. Furthermore, it is strategic, evaluative, interpretative, and linguistic in nature. The integration of lower-level decoding skills, which operate in a bottom-up manner, alongside higher-level comprehension and additional linguistic factors, works in concert to facilitate effective understanding of texts. Grabe and Stoller (2011) explain this interaction extensively as follows.

Lower-level processes: The processes at a lower level are predominantly automatic and encompass linguistic abilities, including vocabulary for lexical retrieval, grammar for syntactic analysis, and the integration of meaning with structural data for the formation of semantic propositions. Essentially, these processes require the application of bottom-up approaches. The processes are expected to occur rapidly and automatically, enabling the reader to conserve working memory time-defined as the system that retains information and facilitates its accessibility for subsequent processing-thereby allowing for engagement in higher-level cognitive functions. Proficient readers exhibit automatic and rapid word recognition and lexical access. Grabe and Stoller further assert that the three fundamental processes-lexical access, syntactic parsing, and semantic proposition, happen automatically and are swiftly integrated to facilitate the effective initiation of working memory.

The quicker the processing, the greater the amount of working memory time that can be allocated to additional tasks. Conversely, if the processing is sluggish, the information may dissipate from memory, necessitating reactivation, which renders the reading process burdensome and painstaking. Grabe and Stoller (2011, p.25) affirm that "the efficient coordination of information from rapid and automatic processes is a necessary component of fluent reading comprehension abilities."

Higher level processes: The higher-level processes are also crucial for the successful comprehension of a certain text. When Grabe and Stoller (2011) confirm, as fluent readers, we design a summary model of what the text is likely to mean; we also make a more elaborated interpretation of how we wish to comprehend text meaning. Besides, they pinpoint that "We establish purposes for reading, combine reading strategies as needed, make inferences of many types, draw extensively on background knowledge, monitor comprehension, form attitudes about the text and author, adjust goals as appropriate, and critically evaluate the information being read" (p.17). Higher-level processes involve the coordination of concepts derived from a text to create a meaningful representation, commonly referred to as the text model of comprehension. Conversely, the comprehension of the passage, known as the situation model of reader interpretation, is influenced by factors such as background knowledge, inferencing, reader attitudes, reader goals, reader motivation, and strategies employed to address text and task difficulty (Grabe & Stoller, 2011). Although the cognitive views have been popular and important views of reading, they are not by themselves sufficient for the successful comprehension of a text. Thus, other views of reading like the social views should also play a crutial role in the process of reading comprehension.

2.4.2 Social Views of Reading

As discussed so far, the cognitive perspectives on the reading process are insufficiently comprehensive, as reading encompasses not only cognitive functions but also social and affective dimensions (Grabe & Stoller, 2011; Guthrie & Wigfield, 2000). Within the cognitive perspective, reading is perceived as a private task undertaken by an individual, wherein the reader engages with a text independently. However, studies have demonstrated that cognitive processes are significantly shaped by social and emotional factors. In a comprehensive interactive perspective, the reader utilizes his/her social practices and understanding of the world

to derive meaning from a text. Furthermore, the schema theory posits that reading encompasses more than merely employing linguistic and decoding abilities; factors such as interest, attitude, motivation, context, and prior knowledge significantly influence the level of comprehension a reader can achieve with a specific text. The social perspective on reading posits that it is an active process wherein the elements of the text engage with various external factors. The view of reading as a social endeavor is rooted in social constructivist learning theories, which emphasize the significance of culture and identity as they are expressed through social norms, regulations, and collective understandings.

Proponents of social constructivism contend that the social context has a decisive role in shaping cognitive processes involved in learning (Alvermann et al., 2007). Vygotsky (1978) emphasizes how crucial culture and social context are to cognitive development. According to his theory of social-cognitive development, a child's cognitive growth begins in the social setting before being personalized. He also argues that social interaction is a central component of cognitive growth and cognitive processes. The key ethos of Vygotsky's theory is that social interaction is essential to the formation of cognition. The social environment has an impact on an individual's cognitive growth regardless of its current status. In his theory of ZPD (Zone of Proximal growth), he contends that social behavior is the key to achieving proper cognitive development. Street (2003) claims that Vygotsky's ideological model is based on the premise that "literacy is a social practice, not simply a technical and neutral skill; that it is always embedded in socially constructed epistemological principles". Thus, the social perspective on reading is crucial in describing the difficulties students encounter in reading. A reading process that ignores the social aspect of an individual is considered to be inadequate.

2.4.3 Affective/ Response Theories

Scholars have additionally advocated for the affective theories of reading development alongside the cognitive literacy theories. Bennett (1991) states that many researchers have come to the conclusion that real comprehension includes the assimilation of new ideas with personal beliefs and conceptions. In line with this, response theories describe the ways in which readers' affects encompassing their goals, interests, motivations, attitudes, and involvement in the learning process affect and monitor their reading abilities (Boakye, 2012). The Reader Response Theory, as proposed by Rosenblatt (1978) characterizes reading as a multifaceted interaction between the

reader and the text. It emphasizes that the way readers respond to the text and the meanings they derive are influenced by the specific purposes they bring to the reading experience. Alverman et al. (2007) also emphasize that the reader's emotions, attitudes, motivations, interests, and other emotional responses play a crucial role in their interaction with the text. Hence, affective responses are essential in the development of reading skills, as they interact with other multiple factors to affect the amount of reading an individual engages in. For example, the emotional state of readers impacts both their motivation to engage with texts and their capacity to employ effective comprehension strategies.

Fluent reading requires the implementation of effectively coordinated strategies, and for a reader to engage in strategic reading, motivation is essential. This means that the reader must possess a positive attitude, a strong interest, and readiness to read, all of which contribute to the utilization of strategies and the improvement of comprehension skills. When learners possess motivation, they perceive themselves as capable readers who effectively control their comprehension processes; this is indication that they are strategic in their reading approach and as a result, successful readers (Alvermann et al. 2007).

2.4.4 Social Cognitive Theory

The framework of Social Cognitive Theory is grounded in a social model characterized by triadic reciprocal causation. Within this model, personal factors, which include cognitive, emotional, and biological components i.e. behavioral patterns, along with environmental influences, function as interconnected determinants that influence one another in a bidirectional routine (Bandura, 1999a). “Within this theory, human agency is embedded in a self-theory encompassing self-organizing, proactive, self-reflective and self-regulative mechanisms” (Bandura, 1999a:1). In the context of a social-cognitive framework, an individual's development is influenced by the interplay of behavioral, environmental, and cognitive or personal attributes (Whitaker, 2009; Bandura, 2001).

Behavioral factors pertain to observable activities or performances, whereas environmental characteristics involve an individual’s immediate surroundings, such as their residence, educational setting, family, and social network, in addition to the broader context of their city or country. Personal characteristics include variations in temperament, physical attributes, cognitive

functions, attitudes, and beliefs. Analyzing the complex and interconnected relationships between cognitive, behavioral, and environmental factors facilitates the investigation of reading engagement as a meta-construct. From a social cognitive standpoint, it is anticipated that personal beliefs, together with their cognitive and behavioral expressions related to reading, will converge into a unified meta-construct, characterized by the common element of reading engagement.

2.4.5 Sociocultural Theory

The social context and cultural backgrounds of learners play a vital role in their reading development. In keeping with Alvermann (2009), Au (2007) and Protacio (2013), advocates of sociocultural theory emphasize the importance of analyzing an individual's interactions within the larger sociocultural environment, rather than focusing exclusively on the individual alone. This means, an individual's development in literacy is impacted by one's social context as well as cultural backgrounds. As Gee (1996) posits, each person possesses his/her own "identity kit" or discourse, which he considered as "composed of ways of talking, listening, (often, too, reading and writing), acting, interacting, believing, valuing, using tools and objects, in particular settings at specific times, so as to display and recognize a particular social identity" (p. 129).

Au (1997) offered the application of sociocultural theory to the arena of reading. Au explains the effect of social and contextual influences on a person's perception of reading. From a sociocultural standpoint, reading is considered to be inherently social, similar to other complex cognitive processes. The act of reading a book in solitude can be taken as a form of social engagement, as it involves a dialogue between the reader and the writer. The text itself is composed in a language that has evolved through extensive communal effort over time. Furthermore, the reader's understanding and interpretative frameworks are affected by the ideas of others, shaped by prior social exchanges. The process reading is inherently intertwined with the specific setting in which it is carried out. Children engage in reading acquisition, or the lack thereof, within a distinct social, cultural, and historical framework.

The context encompasses all aspects of the material, personal, cognitive, interactional, social, institutional, cultural, and historical circumstances that influence the meanings individuals create (Gee, 1999). The diverse activities in which students engage, the interactions they make with

both their peers and adults, along with the physical attributes of their learning environments, all significantly impact their learning motivation and their willingness to participate.

2.4.6 Current Directions in Reading Development

Recent advancements in reading development have expanded beyond the previous three domains of reading theories, cognitive, social and affective. Current trends emphasize the importance of metacognition, new literacies, and engaged reading as critical components in the evolution of reading practices. Thus, metacognition encompasses the strategies that readers utilize to oversee their understanding during the reading process. The concept of New Literacies pertains to multiple forms of literacy and is grounded in social constructivist theory, while engaged reading highlights the emotional involvement of the reader in the act of reading (Boakye, 2012).

2.4.6.1 Metacognition

Metacognition is understood as the ability of the reader to plan, evaluate, and reflect their comprehension while interacting with a text (Alderson 2000; Grabe & Stoller 2002). This perspective on metacognition elucidates the process of reading through the lens of reading strategies used by readers to oversee their comprehension. Readers utilize a variety of flexible and adaptable strategies to interpret a text and to continuously evaluate their comprehension. A group of flexible and adaptable techniques are employed to comprehend a text and to assess one's understanding throughout the reading process. The regulatory strategies that readers implement in their pursuit of text comprehension are commonly known as metacognition (Dole, Duffy, Roehler & Pearson 1991, cited in Boakye, 2012). It is supposed that the application of metacognitive strategies is largely a conscious process, and there is an underlying assumption that these strategies can be taught explicitly. It is essential in metacognitive theory that numerous reading instructors focus on the explicit instruction of reading strategies to promote effective reading.

The metacognitive approach to reading incorporates a monitoring component into the reading process. From this standpoint, the reader gains insight into their own cognitive processes. This sophisticated approach to reading necessitates a significant amount of self-directed learning. Metacognition is linked to cognitive strategies that focus on the reader's ability to categorize, organize, identify relationships between parts and wholes, compare and contrast, analyze cause

and effect, summarize, formulate hypotheses and predictions, identify and extract key themes from texts, make inferences, and draw conclusions (Urquhart & Weir 1998; Fontanini, 2004). The skills mentioned are essential for academic reading, and comprehension necessitates that the reader is capable of overseeing these processes. This underscores the significance of metacognition in the context of academic reading. Thus, in addition to the cognitive strategies, readers need to have metacognitive strategies like planning, monitoring and evaluating.

2.4.6.2 New Literacies

Recent developments in literacy studies represent a contemporary approach to reading which is rooted in social constructivism, yet incorporates a critical and politically charged postmodernist perspective. The New Literacy Study draws upon the theories of Street (1995, 2003) and Gee (1991, 2000), which emphasize socio-cultural literacy and are influenced by Vygotsky's principles of social constructivism. The NLS has recognized that reading practices encompass multiple dimensions. The perception of reading has evolved beyond being solely a psychological activity in which individuals, possessing decoding abilities and requisite background knowledge for making inferences, arrive at the 'correct' interpretation of a text. Rather, the New Literacy Studies emphasizes on "what literacy events and practices mean to users in different cultural and social contexts" (Street, 2003).

2.4.6.3 Engaged Reading

Engaged reading is one element of current directions in reading development. Engaged reading or reading engagement, the theme of this research, is also a recent direction in reading improvement. Based on the Engagement Theory, Guthrie et al., (1996) and Guthrie and Wigfield (2000) elucidate that engagement is the combination of motivations and strategies during literacy accomplishments. Guthrie and Wigfield (2000, p.404) describe engagement as "the motivated use of strategies to gain conceptual knowledge during reading", intentionally or unintentionally. Cipieliweski and Stanovich (1992) cited in Guthrie and Wigfield (2000) state that engaged reading is highly associated to achievement in reading. Learners who read actively and frequently develop their comprehension of a text consequently. It is also likely that students who can understand a lot of texts prefer to read privately for their own pleasure. Guthrie and Wigfield (2000) contend that engagement significantly improves reading comprehension capability, which

will offset deficiencies in reading abilities stemming from several years of education and adverse socio-economic conditions. They assert that high levels of the affective component of reading lead to increased reading engagement.

In motivational literature, it is suggested that students may be driven by extrinsic factors, such as external rewards, or by intrinsic factors, which pertain to the inherent value of the activity itself. An engaged reader is characterized as one who reads purely for the pleasure of reading (intrinsic motivation), rather than for grades or external rewards (extrinsic motivation) (Guthrie &Wigfield, 2000). Research demonstrates that students who are actively engaged tend to achieve higher academic success in relation to those who are less attentive. Engagement involves directing attention and cognitive processes towards a specific task or activity. Note that the concepts of engagement and reading engagement are discussed in detail under here.

To summarize, as presented so far, various theories of reading development have emerged at different times. When one reads current literature and research, he/she is overwhelmed by the proliferation of "new" theories of the reading process. The basic issue is that none of these reading theories is best and complete by itself. Hence, this review is believed to provide some insight in to each type of theory and to give a chance for teachers and students so that they can make their own comparison among the theories.

2.5 The Concept of Engagement

Eventhough it is a recent phenomenon in the literature, "The construct of engagement is strongly prominent in the educational and developmental psychology literatures" (Guthrie, et al., 2012, p.2). There has been an increasing interest in student engagement; however, the conceptualization of this construct has varied considerably over time (Appleton et al., 2008; Fredricks et al., 2004; Fredricks & McCloskey, 2012). Researchers have employed a diverse array of terminology to characterize engagement, such as student engagement, academic engagement, school engagement, engagement in class, involvement in schoolwork, and engagement in learning.

Engagement refers to a multi-dimensional concept including learners' thoughts, feelings, and behaviors (Fredricks et al., 2004). As defined by Guthrie et al. (2012), engagement is "the involvement, participation, and commitment to a set of activities, often seen as a multi-

dimensional construct made up of three dimensions that include behavioral, cognitive and emotional or affective". Besides, "Engagement is currently conceptualized and characterized as a dynamic, malleable construct" (Shernoff, 2013, cited in Parsons et al., 2015, p.3). Consequently, throughout a lesson, students do not simply maintain a state of engagement or disengagement; rather, their level of engagement varies both during and across different lessons (Fredricks et al., 2004). The aforesaid descriptions indicate that scholars do not have a consensus on the definition of engagement as it represents a broad concept and multiaspects. Even so, Fredricks et al. (2004) confirm that engagement plays a vital role in the success of school, for increased involvement in learning activities is related to improved academic outcomes.

Learners who exhibit disengagement in their educational pursuits typically achieve lower grades and test scores, have higher rates of absenteeism, and are more likely to drop out of school compared to their engaged counterparts (Sbrocco, 2009). Student disengagement can have various forms. Indicators of disengagement at the primary school level encompass a range of behaviors, including a lack of attention, failure to complete school work, disruptive conduct, withdrawal, underperformance, absenteeism, and refusal to attend school. The absence of learner engagement at school has become a significant concern for both educators and policymakers. Thus, enhancing student engagement in the classroom and at school can help avoid these undesirable student outcomes, and student engagement should be given critical attention especially at a classroom level.

2.6 Dimensions of Engagement

Similar to its definition, the issue of dimensions of engagement is a debatable concept among scholars. Reschly and Christianson (2012) state that the study of engagement presents complexities due to the lack of a unified definition and the varying number of dimensions associated with it, such as models that propose two, three, or four subtypes. Additionally, there is inconsistency in the identification of the subcomponents of engagement, which has led to diverse conceptual interpretations. Hence, a two-dimensional model has been suggested by researchers, encompassing both behavioral aspects (like participation, effort, and positive conduct) and emotional components (including interest, belonging, perceived value, and positive feelings) (Finn, 1989, cited in Jonas, 2012). Those researchers in favor of a two- dimensional model often involve an affective and a behavioral domain. On the other hand, authors like Appleton et al.

(2006); Reschly and Christensen (2006) have defined engagement as encompassing 4 domains: academic, behavioral, cognitive, and psychological, the latter of which is subsequently termed affective engagement. The conceptualization of engagement having the four dimensions is not advocated and practiced by many scholars.

A three-factor model of engagement has been proposed by other researchers, encompassing behavioral, emotional (or motivational), and a cognitive aspect, which includes self-regulation, investment in learning, and the use of strategies (e.g. Fredricks et al., 2004; Wigfield et al., 2008; Guthrie et al., 2012). These recent definitions proposed by scholars introduce a tripartite framework that incorporates a cognitive aspect alongside the motivational and behavioral aspects. Thus, Guthrie et al. (2012) and Reschly and Christenson (2012) argue that despite the existing diversity, student engagement is best understood as a multidimentional construct having three major kinds of engagement. Most of the echoing scholars on engagement are also in favor of this dimension. Due to their popularity and acceptance, Parson et al. (2014) denote these aspects as the ABCs of student engagement.

This tripartite conceptualization is used for the current study because an engagement domain with four dimensions seems to be more scrambled and is too broad. And the two factor domain is less inclusive of the different components of engagement. Thus, the current researcher believes that the three dimensional model of engagement would be more comprehensive for this research. The section below provides a detailed discussion of each of the three dimensions of engagement. Note that in all the explanations of [academic] engagement, it is understood that reading engagement is consistently considered in the three dimensions. Below is a discussion of each aspect of engagement in detail.

2.6.1 Cognitive Engagement

Cognitive engagement encompasses the persistence and application of metacognitive and self-regulatory strategies (Parsons et al., 2014). Likewise, cognitive engagement means willingness to invest the necessary mental energy to understand complex concepts and tackle demanding tasks across various areas (Guthrie et al., 2012). For Fredricks and Mc Colskey (2012) and Anderson (2015), cognitive engagement refers to an investment in learning which involves being thoughtful and strategic. It is considered as an investment in learning, in which learners show behavior that goes beyond the specified expectations and look for academic challenges. Thus, a

cognitively engaged student shows an investment to one's own education, exhibits a willingness to proceed above and beyond, and is open to embracing challenges (Fredricks, et al., 2004). What is more, cognitively engaged students are characterized as using reading techniques in order to enhance reading comprehension. These strategies encompass comprehension monitoring, recognizing the main idea, generating questions, summarizing content, identifying themes, making inferences, employing fix-it strategies, and previewing the text (Anderson, 2015).

Metacognitive strategies in reading involve learners' planning, monitoring as well as evaluating their learning (Pintrich & De Groot, 1990, cited in Anderson, 2015). Applying strategies like these to get a deeper understanding of text is one indicator of high cognitive engagement (Fredricks et al., 2004). Cognitive engagement stresses that efficient readers consciously make choices within a context and select strategies for understanding text content. Active cognitive engagement can be defined as encompassing metacognitive and self-regulatory strategies. In this context, students are considered cognitively engaged when they are capable of managing their attention and effort, connect new concepts to prior knowledge, and monitor their understanding. Students who dedicate themselves to their education tend to achieve higher grades and test scores, and they are also less likely to exhibit disruptive behavior, skip classes, or withdraw from school (Klem & Connell, 2004, cited in Sbrocco, 2009). Hence, it is clear that reading engagement is associated to reading achievement, and learners who are cognitively engaged use reading strategies effectively and achieve high scores in reading. Refer to 2.8.2.1 for specific understanding of reading strategies. In sum, cognitive engagement is the central component of engagement, and it contributes in some part for the development of engagement. Thus, it is worth considering cognitive aspect of engagement in reading engagement research.

2.6.2 Motivational Engagement

Motivational engagement is also an integral component of engagement. This section describes the general motivational engagement while reading motivation is specifically discussed in 2.8.2.2. Motivational engagement also known as emotional or affective engagement pertains to a range of actions and emotions associated to learners' classroom and school (Skinner & Belmont, 1993; Sbrocco, 2009). It involves positive as well as negative emotional responses (e.g., interest, boredom, confidence, anxiety, and frustration) to both activities and the individuals with whom someone does the activities. According to Finn (1989), students exhibit greater emotional

engagement when they experience a strong sense of identification with their school, as well as feelings of belonging, significance, and being valued. In contrast, several actions indicate a lack of engagement including boredom, sadness and anxiety (Skinner & Belmont, 1993, cited in Sbrocco, 2009).

Motivation generally is seen as a desire that drives someone to make a decision if or not to participate in a specific task. Particularly, reading motivation impacts reading amount and breadth, success and engagement (Guthrie & Wigfield, 2000). Reading motivation is the possibility by which a student engages in reading or chooses to read (Gambrell, 2011) depending on the learners' values, beliefs, needs and goals (Guthrie & Wig field, 1997). Further, reading motivation is defined as encompassing a several reasons as to why a learner may or may not engage in reading (Klauda, 2009). Guthrie and Wigfield (2000) assert that reading motivation not only accounts for the differences in reading frequency among children but also influences the development of a child's strategic skills, enabling them to actively engage in reading activities.

They note that if children lack motivation, they may struggle to employ cognitive strategies, like utilizing prior knowledge, self-monitoring, and seeking information, which can lead to a decreased likelihood of reading. Accordingly, motivational elements, including self-efficacy, curiosity, and challenge play a crucial role in fostering reading engagement. As students' motivation to read increases, their desire to devote much time reading increases. Authors like Wigfield and Guthrie (1997) disclosed that motivation has predicted the extent and breadth of students' reading. While the above explanation is about motivational engagement in general, section 2.8.2.2 specifically discusses reading motivation.

2.6.3 Behavioral Engagement

The third aspect of engagement, behavioral engagement means direct involvement in a collection of activities and involves positive conduct, effort and persistence, and participation in extracurricular activities (Fredericks et al. 2004; Guthrie et al., 2012). Similarly, Sbrocco (2009) posits that behavioral engagement can be characterized by positive student behavior, which includes adhering to classroom regulations and exhibiting actions that do not disrupt the learning atmosphere. For this research, behavioral [reading] engagement is conceptualized as a reading activity that is mainly concerned with students' reading habits which can be categorized in to two

subtypes: reading experiences and reading habits. Reading experiences means the children's early impacts on reading attitudes and development whereas reading habits represent the reader's current routine practices with respect to text choice and reading frequency (Stocks, 2011, cited in Boakye, 2012). Past experience with reading is included as part of reading behavior because one's current reading habit is the result of past reading practice. Hence, behavioral engagement mainly focuses on students' reading habits, specifically the types of texts (academic or non-academic) the students regularly choose to read, and their frequency of reading the texts. Habits take time to establish themselves in our life. They come slowly at first. If one does not break habits, they eventually turn into necessities (Aksaçlıoğlu, 2005). "The habit of reading is the act of reading being carried out throughout life in a constant, regular and critical manner as a result of it being perceived by the individual as a need and source of pleasure" (Yılmaz, 1993, cited in Erdem, 2014, p.2).

Acheaw and Larsen (2014) observe that reading habits are well-planned, intentionally structured and represent a deliberate approach to studying, which has resulted in a consistent effort by students to understand various subjects and succeed in their examinations. Behavioral engagement is a significant predictor to positive achievements like reading comprehension, as behaviorally engaged students are better motivated to read, apply more effort into the reading work, and understand how to make meaning from text (Fredricks & Mc Colskey, 2012). Besides, students with high behavioral engagement are effortful and persistent, and actively involved in their learning tasks (Guthrie et al., 2012). Engaged learners also demonstrate behavioral involvement in their learning and positive emotional tone; they persist in the face of challenge (Connell & Wellborn, 1991). Guthrie et al. (2012) contend that the amount and frequency which students read has to be related to their reading achievement. In line with these indications, it can be concluded that behavioral engagement is associated with and influences students' reading achievement.

In summary, regardless of the controversies on its conceptualizations and domains, a large body of literature confirms that engagement is multi-faceted, and the three dimensions of engagement discussed above are generally advocated by many of the echoing researchers in the field. The three aspects in integration make up effective engagement in learning. To this end, this research employed the three engagement aspects (strategy, motivation, and behavior) consistently throughout the research process.

2.7 Reading Engagement

2.7.1. Defining Reading Engagement

Reading engagement is specifically defined and conceptualized under this section. Reading engagement or engaged reading is a recent direction in reading development. Scholars define reading engagement in various ways, and there is no consensus on its definition in the literature. Guthrie et al. (1996) emphasize that engaged reading is characterized by strategic and conceptual elements, in addition to being motivated and intentional. Besides, Whitaker (2009) explains that reading engagement represents the ultimate goal of all reading instruction. Guthrie and Wigfield (2000) describe engaged readers as motivated to read for many personal goals, strategic in applying various approaches to understand, knowledgeable in their construction of new meaning from reading text, and socially cooperative in their approach to literacy.

Brozo (2007) explains that PISA (Program for International Student Assessment) regards reading engagement as the time that students report reading a variety of texts for enjoyment and their interest in and attitudes toward the process of reading. In addition, Guthrie and Anderson (1999) define reading engagement as "the joint functioning of motivation, conceptual knowledge, strategies, and social interactions during literacy activities." This definition offers a fourfold view of reading engagement where in each of the four elements was found, to some extent, to account for domains of reading engagement.

Most of the above definitions indicate that reading engagement is a multi- dimensional construct. Consistent with the perspective of reading engagement, Guthrie and Anderson (1999); Guthrie and Wigfield (2000) found that students with high reading engagement levels are motivated to read, use strategies when reading, use reading as a way to construct meaning from texts, and participate in social interactions concerning reading. The four elements of reading engagement along with another aspect, reading behavior, are further discussed in the next section.

2.7.2 Components of Reading Engagement

Guthrie et al. (2012) describe five aspects of reading engagement: motivation, reading strategy, reading behavior, conceptual understanding from texts, and social interactions. Meanwhile, Guthrie and Wigfield (2000) classify the components of reading engagement in to four: reading

motivation, reading strategy, constructing meaning from texts and social relations. In the next section, all the five domains of reading engagement are discussed. Finally, two of the components, constructing meaning from texts and social relations are grouped in to cognitive and motivational domains respectively. Then, the three widely accepted aspects, cognitive, motivational and behavioral engagement are the emphasis of the present study.

2.7.2.1 Reading Strategy

The first domain of reading engagement is reading strategy, which represents cognitive engagement. Oxford (1990) and Tercanlioglu (2004) describe reading strategies as specific actions, behaviors, steps or techniques which students apply to increase their progress in understanding, internalizing and using a foreign language. Besides, Qanwal and Karim (2014) describe comprehension strategies as conscious plans, specific sequences of actions that proficient readers utilize to understand the idea of a text. In addition, Abbott (2006) delineates reading strategies as the cognitive processes or comprehension techniques that readers select and employ to understand the material they are engaging with. As noted by O'Malley and Chamot (1990), second language (SL) reading strategies are either conscious or unconscious methods, procedures, techniques, or behaviors that readers employ to solve challenges related to their understanding and interpretation.

The results of earlier research have led to a widely accepted notion that proficient readers employ comprehension strategies to aid in the development of meaning. These readers gain advantages from various strategies that assist them in the processes of acquiring, storing, and retrieving information. Employing these strategies facilitates a more efficient and precise approach to achieving the target (Tercanlioglu, 2004). Studies that have been conducted on ELLs' strategic knowledge (metacognition) have commonly disclosed that English language learners who are good readers use many comprehension strategies while reading. Also, strategic ELLs as readers are able to "transfer" comprehension strategies from reading in one language to another. Furthermore, struggling ELL readers can learn to use comprehension techniques with focused instruction (Cho et al., 2010; Protacio, 2013; Sheorey & Mokhtari, 2002). Research has also established that the successful comprehension of language learners does not happen spontaneously. "It depends mostly on the conscious reading strategy use. A successful learner is aware of his/her strategy use and why s/he uses strategies. They make use of strategies more

frequently than less successful readers do. Moreover, they coordinate and shift those strategies when necessary" (Yekselir, 2014, p.1).

Reading strategies are categorized in various ways. In the literature, as one of the taxonomies, two principal categories are mentioned: cognitive strategies and metacognitive strategies. Cognitive strategies refer to "mental steps or operations that learners use to process both linguistic and sociolinguistic content" (Wenden & Rubin, 1987). Cognitive strategies enhance the reader's creation of meaning from a text. Sani (2012) explains that researches in both first and second language reading normally suggest a binary classification of cognitive strategies as bottom-up strategies and top-down strategies. Aebersold and Field (1997) describe that readers normally begin by employing bottom-up strategies, which involve processing information at the sentence level. In other words, they concentrate on understanding the meaning and grammatical structure of individual words, the syntax of sentences, and specific details within the text. Sani (2012) notes that learners, as they engage with the information presented in each sentence, they evaluate how this information aligns with their understanding. They employ top-down strategies such as utilizing prior knowledge, making predictions, grasping the gist of the text, and skimming. Besides, the cognitive techniques used in reading involve guessing from context, analyzing, skimming, taking notes, and summarizing (Oxford, 2001).

The second category, metacognitive strategies, serves to regulate and manage cognitive strategies. These strategies assess the efficacy of the reading tasks performed. Oxford (2001) emphasizes that the metacognitive strategies employed in reading encompass monitoring, evaluating, planning, and organizing. Cognitive and metacognitive strategies are usually applied in combination, supporting each other (O'Malley & Chamot, 1990).

Regardless of the contradictions existing across categorizations in relation to reading strategies, recently, the most frequently stated and accepted strategies in the literature seem to fall under the categories of cognitive (problem solving), metacognitive (global) and support strategies (Mokhtari & Reichards; 2002; Sheorey & Mokhtari, 2001). Besides, Mokhtari and Reichards (2002) support this categorization and have developed a survey of reading strategies (SORS) based on it. This grouping was adapted for the present study to consider the cognitive reading engagement. Each of the three types of strategies is discussed under here.

2.7.2.1.1 Global Reading Strategies

"Global reading strategies are those which are purposeful, intently planned techniques by which learners are taught how to inform or manage their reading. They refer to pre reading activities such as having a purpose in mind before reading and thinking about what one already knows about the material before reading" (Rastakhiz & Safari, 2014, p.2). As defined by Sheorey and Mokhtari (2001), global reading strategies as deliberately and cautiously planned procedures used by students to guide their reading. These include, "I decide what to read closely and what to ignore;" "I think about what I know to help me understand what I read," and "I have a purpose in mind when I read" (Reichards & Mokhtari, 2002, p.5). Global strategies can be regarded as generalized, deliberate reading techniques designed to prepare individuals for the reading task at hand, such as formulating predictions.

2.7.2.1.2 Problem Solving Reading Strategies

Problem-solving strategies are oriented around strategies for tackling problems when text becomes challenging to read. Example strategies include, "When the text becomes difficult, I reread to increase my understanding;" and "I adjust my reading speed according to what I read" (Reichard & Mokhtari, 2002, p.5). These strategies provide learners with action plans which help them to route through the text proficiently. They are localized, focused, problem-solving or repair strategies employed as challenges encounter in comprehending textual facts (e.g., checking one's comprehension on encountering contradictory information or rereading for enhanced understanding) (Reichard & Mokhtari, 2002). These strategies seem to be used when the actual reading task takes place.

2.7.2.1.3 Support Reading Strategies

According to Reichard and Mokhtari (2002), support strategies primarily entail use of outside reference materials, taking notes, and other practical or functional strategies that can be explained as functional or support strategies. Few examples include, "I take notes while reading;" "I underline or circle information in the text to help me remember it;" and "I summarize what I read to reflect important information in the text." Such types of strategies serve a useful function for some of the students who seem to invoke them as needed. They provide the support mechanisms aimed at sustaining responses to reading. An example could be

use of reference materials like dictionaries and other support systems. The survey of reading strategies (SORS) used in this study to gather the cognitive part of quantitative data was designed in accordance with the three types of reading strategies discussed so far.

Overall, reading strategies are essential reading techniques or skills that could enhance students' reading comprehension and reading engagement. In order for reading engagement to facilitate learners' reading comprehension, reading strategies should play a vital role. Without a sound knowledge and use of reading strategies, it would be difficult to comprehend a text effectively.

2.7.2.2 Reading Motivation

Previously, motivational engagement has been generally discussed; here, reading motivation is specifically presented in detail. The second integral component of reading engagement is reading motivation, which is referred to as "the values, beliefs, and behaviors surrounding reading" (Guthrie et al., 2012, p.603). Motivation is what drives students to want to read. Guthrie and Wigfield (2000) define reading motivation as the individual's personal goals, values, and beliefs concerning the topics, processes, and outcomes of reading. When we talk about students' likes, interests, values, goals and reasons to read, we talk about their motivation to read (Guthrie & Wigfield, 2000). Also, "reading motivation refers to students' interests, desire to learn, commitment towards reading, effortful reading, as well as pleasure and enjoyment of reading" (Taboada & Mc Elvany, 2009, p.1). As Cambria and Guthrie (2010) contend, neglecting motivation in the context of reading may lead us to overlook a crucial aspect of the process, as reading encompasses two fundamental components. The first component consists of skills, which encompass phonemic awareness, phonics, word recognition, vocabulary, and basic comprehension. The second component pertains to the desire to read. An effective reader possesses both the necessary skills and the intrinsic motivation to engage with texts.

Wigfield and Guthrie (1997) contend that learners are thought to be motivated extrinsically which is reading for an external reward or intrinsically that is for the sake or value of doing something and that an engaged reader is one who reads for the sake of reading and not for a grade or for other external rewards. They argue that reading motivation does not only explain why some children read more than others but also how the children utilize the strategic skills which allow him or her to engage in the reading. This means when students are motivated to

read, their ability to use reading strategies increases. As Wigfield and Guthrie (1997) assert, without motivation children will less likely use metacognitive strategies such as using prior knowledge, searching for information, self-monitoring, and are less likely to read. Thus, motivational variables like self-efficacy, curiosity, involvement, challenge and recognition are greatly influential in reading engagement.

Motivation is seen as a pre-requisite of and a necessary element for student engagement in learning. Without considering this integral component, the study of reading engagement would be incomplete. Hence, for this study, specific aspects representing reading motivation i.e. self-efficacy, intrinsic motivation (comprising curiosity, involvement and challenge), extrinsic motivation (consisting of competition and recognition), social motivation and reading avoidance are included. Each of the motivation aspects is discussed in detail as follows.

2.8.2.2.1 Self-Efficacy

Self-efficacy is a belief that one can be successful (Matsela, Wigfield & McCann, 1996). As Guthrie and Wigfield (2000, p.408) present Bandura's definition of self-efficacy, it is "people's judgments of their capabilities to organize and execute courses of action required to obtaining designated types of performances". Self-efficacy pertains to beliefs about an individual's capabilities to learn or execute behaviors at identified levels (Schunk, 2003, cited in Guthrie et al., 2009). Self-efficacy for reading has been characterized as students' perceptions of competence in reading, which refer to beliefs regarding ability and skill in reading tasks (Chapman & Tunmer, 1995, cited in Guthrie et al., 2009). Efficacious students participate more readily, work harder, persevere longer in the face of difficulties, and achieve high. Thus, efficacious readers believe they are capable of performing reading activities and are willing to attempt more challenging texts. However, students with high efficacy may not perform well on tasks if their actual abilities do not match their perceptions and abilities (Guthrie et al., 2009).

2.8.2.2.2 Intrinsic Motivation

Intrinsic motivation is defined as "the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards" (Ryan & Deci, 2000, p.56). Furthermore, intrinsic motivation for reading can be described as the

enjoyment of reading events for their own sake (Ryan & Deci, 2000). Intrinsically motivated reading consists of text interaction for enjoyment, to satisfy curiosity, and to gain the rewards of vicarious adventure or gaining new knowledge that may be challenging (Guthrie et al, 2009). It has been correlated to reading achievement on standardized tests by several researchers for elementary school students (Gottfried, 1990; Baker & Wigfield, 1999) and middle school students (e.g. Unrau & Schlackman, 2006; Guthrie et al., 2009). Intrinsic motivation has several aspects which are the focus of this study. Each aspect of intrinsic motivation is discussed below.

Reading Curiosity: Reading curiosity refers to the desire about a particular topic of interest to the student. Wigfield and Guthrie (1997) clarify that curiosity is the desire to learn about one's world through reading. Learning through curiosity can also take place through discussing and viewing, two components of visual thinking strategies. Besides, curiosity is an aspect of intrinsic motivation that has great potential to enhance student learning (Graham &Helen, 2011). Kashdan (2009) as cited in Gurning and Siregar (2017) identified some characteristics of students with high curiosity of learning; they are: 1) always interested in new things and processing an open and receptive attitude toward whatever is the target of attention, 2) will devote more attention to an activity, remember information better and are more lovely to persist on talks until goals are met, 3) will have the ability to effectively cope with or make sense of the novelty, ambiguity and uncertainty being confused during explorations. Reading curiosity contributes 4 items with in the motivations for reading questionnaire (MRQ), which is used as a tool measure students' reading motivation.

Reading Involvement: Reading involvement is the enjoyment of experiencing different kinds of literary or informational texts. Wigfield, Guthrie and Mc Gough (1996) refer to this term as reading topics aesthetically enjoyed. The notion of involvement in reading refers to the pleasure gained from a well-written book or article on a topic one finds interesting (Guthrie &Wigfield, 1997, p.3). Aesthetic involvement is the goal of experiencing beauty through language or art. Reading involvement has 5 items with in the motivations for reading questionnaire (MRQ).

Reading challenge: Reading challenge means satisfaction of mastering or assimilating complex ideas in text (Guthrie et al., 1996). Reading challenge is also defined as satisfaction gained from reading difficult books (Wigfield &Tonks, 2004). 5 items represent reading challenge in the reading engagement questionnaire (MRQ). In the current study, these 3 aspects are parts of

intrinsic motivation, which contributes to reading engagement, in turn influencing students' reading achievement.

2.7.2.2.3 Extrinsic Motivation

"Extrinsic motivation is an aspect of motivation which refers to doing something because it leads to a separable outcome" (Ryan & Deci, 2000, p.55). As per Wigfield, Guthrie and Mc Gough (1996) extrinsic motivation refers to being motivated to obtain something (like a reward or good grade) for doing an activity; thus, the motivation is not for the activity itself, but for what the activity will bring the individual. It contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value. Extrinsic motivation and performance goals aspects include competition in reading, recognition for grades and reading for grades. Let us see each of them in detail under here.

Reading Competition: Reading competition is related to the desire to outperform others in reading (Wigfield & Guthrie, 1997). Likewise, as Parault and Williams (2009, p.3) note, "reading competition is reading out of the desire to overtake other students in reading activities."

Recognition for reading: Recognition for reading refers to the gratification in getting a tangible form of success in reading (Wigfield & Guthrie, 1997). The recognition may be found mainly from a teacher in the classroom and from friends and parents.

Reading for Grades: Reading for grades represents the aspiration to be evaluated positively by the teacher. As children usually read in school where they are evaluated and compared with others, competition, recognition, and grades may figure prominently in their motivation for reading (Wigfield & Guthrie, 1997). For this study, the two prominent aspects, recognition and competition were selected for it is believed that they directly or indirectly include and replace reading for grades. Findings suggest that although extrinsic motivation is positively associated with reading grades, it is less likely to positively influence reading comprehension (Baker & Wigfield, 1999). Extrinsic motivation totally contributes 10 items in the reading engagement questionnaire.

2.7.2.2.4 Social Aspects of Motivation

The fourth aspect of reading motivation is social reasons for reading, "the process of sharing meanings gained from reading with friends and family; the other is compliance, reading because of an external goal or requirement. These aspects are based on the work on social goals in the motivation literature" (Wintzel, 1996, cited in Wigfield & Guthrie, 1997). Mc Rae and Guthrie (2009) also elucidate that sharing reading is a social experience, whether students are reading in unison, discussing a novel, or working together to decode and define a new word. Among the aspects of school that youngsters enjoy is spending time with friends. Mc Rae and Guthrie further explain that when given the opportunity to interact with friend during class time, students will approach the given activity with more enthusiasm. These descriptions indicate that students' social interaction in pairs or in groups around reading is vital component in the motivations for reading as well as in their reading engagement. Social aspects of motivation contain 5 of the questions in the Reading Engagement Questionnaire (RMQ).

2.7.2.2.5 Reading Work Avoidance

The last aspect of motivation, reading avoidance, concerns "what students say they do not like about reading …" (Guthrie & Wigfield, 1997, p.3). Besides, Baker and Wigfield, (1999) point out that work avoidance is the desire to avoid reading tasks; when students lack a sense of efficacy, they want to avoid challenging reading activities. In line with this, "Work avoidance is associated to students' dislike of aspects of the reading task and avoidance of the task. Avoidance of reading leads to fewer opportunities to increase reading skill" (Parault & Williams, 2009, p.3). This indicates an increased potential for a cycle of failure and avoidance in children learning to read. Reading avoidance contributes 4 items in the reading engagement questionnaire (MRQ). In summary, reading motivation contains the preceding five major aspects. Students' motivation is positively associated to their reading achievement and predicts their reading outcome.

2.7.2.3 Constructing Meaning from Texts (Conceptual knowledge)

Another factor of reading engagement is constructing meaning from texts or conceptual knowledge. Engaged readers know that the purpose of reading is to acquire knowledge and construct meaning from reading texts (RAND Reading Study Group, 2002). Baker et al. (2000) explain how reading engagement is associated to the acquisition of knowledge this way:

> The heart of engagement is the desire to gain new knowledge of a topic, to follow the excitement of a narrative and to expand one's experience through print. Engaged readers can find books of personal significance and make time for reading them. The investment of time is rewarded by the experience of immersion in the text itself.

The authors also point out that engaged readers use knowledge extracted from prior experiences to make new ideas, and they apply cognitive strategies to monitor comprehension so that goals are achieved and interests are satisfied. Almasi et al. (1996) explain that engaged readers search for conceptual understanding. It is an essential issue to look at as it concerns how students construct meanings from reading texts and what they learn from reading. This factor is not taken as construct by its own right. The researcher believes that this concept is mainly the extension of cognitive engagement, and the construct is treated under cognitive engagement.

2.7.2.4 Social Interactions

The fifth component in reading engagement is social interactions which is not used as a separate construct in the study. Significant research has advocated the notion that social interactions contribute considerably to learners' reading engagement levels. Research on learners' reading motivation indicated that students are more likely to be engaged in reading when they are able participate in social interactions around reading instead of considering reading as an isolated and solitary activity (Guthrie & Wigfield, 2000; Protacio, 2013). Guthrie et al. (2012, p.603) state that "Social interactions include collaborative practices in a community and the social goals of helping other students or cooperating with a teacher. These in turn influence students' reading achievement, knowledge gained from reading, and the kinds of practices in which they engage."

Students can assume responsibility for their learning by actively participating in social interactions within the classroom, thereby taking on the roles of readers, writers, speakers, listeners, and thinkers (Vacca et al., 2011, cited in Hurst et al., 2013). These authors perceive social interaction as a significant dialogue among learners. Learners who engage socially are considered to be actively involved in their learning practice. Learners socially interactive are engaged learners. Routman (2005), cited in Hurst (2013, p.376) contends that "Students learn more when they are able to talk to one another and be actively involved." These evidences

suggest that social interaction as a reading engagement element in classrooms is vital to enhance reading comprehension. This research does not study social interaction separately; it is incorporated in the motivational domain of reading engagement.

2.7.2.5 Reading Behavior

Reading behaviors or reading habits represent behavioral engagement. Reading behavior encompasses both academic and nonacademic activities within the school environment, and studies indicate that it significantly impacts reading achievement (Achew & Larsen, 2014). In this study, behavioral engagement or reading behavior mainly focuses on students' reading habits, specifically, the types of texts they read i.e. academic or non-academic, and the frequency with which they read the texts. Boakye (2012) emphasizes that reading habits encompass both reading experience, which relates to one's past engagement with reading since childhood, and reading habits, which refer to the present behaviors or practices associated with reading.

Research indicates that cultivating positive reading habits enhances students' reading skills. As stated by Boakye (2012), a favorable prior experience with reading can cultivate a love for reading, which in turn encourages regular and engaged reading practices. This progression ultimately contributes to the enhancement of reading proficiency, academic literacy, and, subsequently, academic success. In contrast, a negative reading experience hinders the cultivation of a passion for reading, resulting in a perception of reading as a chore that is seldom pursued. This, in turn, contributes to diminished reading proficiency, which adversely affects academic literacy and ultimately leads to weak academic performance. In addition, "reading longer, complex texts during time off from school contributes to the cognitive and emotional development of students, and thus their achievement of educational progress" (Sazacka & Bulkowski, 2017, p.78).

To sum up, the aforementioned concepts are the subcomponents of reading engagement. They are condensed in to 3 main domains (cognitive, motivational and behavioral). Guthrie and Anderson (1999) have described the complex interconnection among the four reading engagement components (in their own perspective) under here.

> When students are intrinsically motivated, they learn to use cognitive strategies for reading. These reading strategies such as recognizing words, comprehending,

> predicting, summarizing and self-monitoring, when properly deployed and fully executed, lead to conceptual understanding. Social interaction patterns in the classroom can amplify or constrict students' intrinsic motivations, their use of self-regulated strategies, and their attainment of deep conceptual knowledge. As students gain conceptual knowledge [make meaning from texts], their sense of self-efficacy grows and their motivations for reading increase (p.20).

Hence, it could be deduced that reading engagement is a multifaceted construct which is the interaction of various domains like cognition, motivation, behavior and social relations. In this study, reading engagement is mainly understood in terms of the 3 main dimensions (cognitive, motivational and behavioral), each of which has its own contribution to the role reading engagement plays on reading achievement.

2.8 Reading Engagement Strategies

Researchers propose various reading engagement strategies that can help foster learners' engagement when they read different texts. Cox and Guthrie (2001) confirm the significance of making a learning situation which can enhance and sustain higher reading engagement levels. They suggest that this could be practical via:

(1) Finding knowledge goal and announcing it;
(2) Providing a brief real-world experience associated to the learning goal;
(3) Making commercial books and multiple resources accessible;
(4) Allowing learners certain choice on the subtopics and texts for learning;
(5) Training cognitive strategies that enable learners to succeed in reading the texts;
(6) Guaranteeing social cooperation for education;
(7) Aligning student work evaluation with the situation (e.g., assigning grades based on students' advancement toward the learning and knowledge objectives).

The process of engaging learners in a learning activity is a difficult task. Such types of reading engagement strategies are particularly applied in the classroom, and they need the initiative of the school and the language teacher to be functional and to enhance better reading engagement. Besides, Gambrell (2011) describes 7 important research-based principles of engagement for supporting and nurturing reading motivation. She refers motivated readers as engaged readers.

Many of these rules seem to be the modifications of Cox and Guthrie's (2001) engagement strategies. She proposes that students get motivated for reading, for example, if the reading tasks and activities are significant to their lives, and when the students get enough access to a broad range of reading materials. Engaging students in various reading tasks is a demanding task. Even so, for a classroom language teacher, it is important to think on ways of maximizing and sustaining students' reading engagement. Teaching materials can also be prepared in a manner that they can engage students in various reading activities.

2.9 Reasons Influencing Students' Reading Engagement

Many reasons are believed to influence EFL students' reading engagement when they are engaged in reading different English texts. Researchers argue that students' reading engagement decreases as their grade level increases. In line with this idea, Fredricks and McCloskey (2012) contend that when learners transfer from elementary to middle school, their level of disengagement increases. As stated by Guthrie and Klauda (2012) and Guthrie and Davis (2003), the deterioration in the reading engagement of middle school learners can be accounted for a few key problems. These students are believed to read more difficult texts because of the more complex and abstract theme come across in their classes. In addition, learners mostly read textbooks in their content area classes, and they have inadequate access to various and entertaining materials to read. Students who read for pleasure should find time to read their books of interest in their own time as they possibly do not come across books that interest them in their content area classrooms (Alverman, 2005; Protacio, 2013).

Tonks et al. (2018) note that learners engage or disengage in reading for many factors; learners would enjoy the process of reading or believe that reading is a valued way to learn information. The authors explain that however, learners who disengage from reading task may not lack the capacity to read but resist reading due to lack of motivation. This disengagement eventually will have negative effects on their reading achievement. This description clearly indicates that regardless of the students' reading ability, their motivation to read affects their reading engagement, which in turn influences their reading achievement.

Other researchers claim that various reasons involving classroom setting, socioeconomic rank, and teacher training play a substantial role in the lower rates of literacy and achievement usually

practiced by at-risk learners (Snow et al, 2008). “Certain personal characteristics, such as race, social class, or sex, seem to relate with students’ engagement in school. Furthermore, moments of school transition, the type of goal orientation adopted in learning and future orientation, self-efficacy, self-concept, subjective well-being and life satisfaction add on this pool of variables” (Veiga et al.,2012, p.3). Similarly, Dolivan (2011) contends that individualities of L2 learning like cognitive and social features, personal learner differences, motivation affective issues, learning styles, and learning strategies have influence on students’ reading engagement. Guthrie (1996) points out that “reading[engagement] is facilitated or inhibited by the things that students bring to the reading of the text: self- esteem and self-concept, prior knowledge and interests related to the content of the text, motivation to learn, the ability to plan and think critically, and knowledge from previous interactions with the teacher and fellow students”. It seems clear that these variables in turn affect the students’ reading engagement because facilitating reading means engaging in reading.

As Kutay (2014) confirms, the accessibility of materials for reading at home (both books and newspapers as well as magazines) may influence children’s and adolescents’ reading practices. Opportunities to access a variety of technological resources, such as a computer, television, or the Internet at home may also have an impact on reading habits and attitudes. Therefore, a parent's approach to perceiving, discussing, purchasing, and keeping books can significantly influence the values and attitudes of their children.

The role of teachers in fostering reading engagement and class participation is not likely to exert a singular, unidirectional influence on learners' engagement and academic success. Instead, the association is reciprocal. Educators who cultivate a supportive social atmosphere within the classroom enhance students' engagement through various forms of participation, attentiveness, and cognitive investment in their learning (Wentzel, 1996). Simultaneously, “students who enter a classroom with a high level of engagement in learning and reading elicit from teachers a supportive environment for engaged classroom activities” (Guthrie et al., 2012, p.24-25). What is more, if learners are interested in the material they read, they read it more deeply, get richer conceptual knowledge, and engage more entirely with the text.

Associations between learners and their teachers and the situation in the classroom are positively linked to levels of student engagement and academic competency. Moreover, significant and

challenging learning environments are associated with both student engagement and a sense of competence. When students are authentically involved in meaningful and high-quality tasks, the probability of acquiring new knowledge and retaining what they have learned is enhanced (Akey, 2006).

The aforementioned factors are believed to influence the Ethiopian secondary school students' reading engagement in EFL reading classes. For example, reading passages presented in students' grade 10 text books are written without considering students' reading performance. Sualih and Gebeyehu (2020) asserted that Grade 10 texts were found fully authentic and containing very long sentences, difficult vocabularies, difficult syntax, complex structures and expressions beyond student's level. Moreover, majority of the contents and topics of the texts are not appealing and relevant for student's temporal needs, expectations and lives to make students enjoy in reading. The current researcher has also observed the same experience for grade 9 students' textbooks. Besides, the textbooks include reading texts which are unfamiliar to the students' culture, level and setting.

2.10 Reading Achievement

Reading achievement is conceptualized as the dependent variable of the present study. Reading achievement refers to performance in reading and capability to utilize different reading skills with fluency and comprehension (Matsumura et al., 2013, cited in Akhmettova et al, 2022). As McClanahan, Ennis and Connell (2016) contend, children who struggle with reading frequently will continue to suffer throughout their school lives as achievement in reading is a decisive reason for academic success. In other words, unless measures are taken to enhance students' reading comprehension achievement, they will suffer from low academic achievement. This is because reading achievement is an essential factor which influences students' overall academic success at school.

Students' reading achievement can be affected by various factors like the students' strategy use, motivation, reading habits and social interaction which are the elements of reading engagement. There is a significant consensus that positive reading attitude definitely impacts reading results, though the literature contends that as learners grow older and move to middle or high school, their reading attitude declines (McKenna et al., 2012) and could influence their achievement in

reading (Woolley, 2011), hence extending a negative tendency. How successfully students comprehend a given text is measured by reading achievement. In connection to this idea, an achievement test gauges a person's present level of competence in particular subject areas of knowledge or skill. Achievement tests are usually given in school contexts and are intended to reveal how effectively test takers have understood the content covered in class (Gay et al., 2010). Reading, vocabulary, language, and math are just a few of the subjects that are commonly covered in standardized achievement tests. The reading achievement test used for this study has focused on reading skills and different comprehension sub skills like prediction, analyzing, interpretation, evaluation and guessing. It also considered other language points or forms of knowledge like vocabulary.

2.11 The Association between Reading Engagement and Reading Achievement

Parsons and Parsons (2014) describe that educators strive their best to plan engaging practices for learners as engagement is clearly related to learner achievement. Also, as asserted by Skinner and Pirtz (2012) engagement is "a robust predictor of student learning, grades, achievement, test scores, retention and graduation" (p.21). Specifically, the relation between learners' amount of reading engagement and their achievement in reading was well recognized. As Guthrie (2008) spells out, in the Programme for International Student Assessment (PISA) comparison, learners' engaged reading has been the predictor of achievement on reading comprehension test in each country tested. In addition, students with high reading achievement are often more engaged and motivated readers (Guthrie, 2004; Whitaker, 2009). "Reading with comprehension involves significant levels of engagement that include the active processing and construction of meaning from text; thus, good comprehenders are able to create a coherent representation of what they read" (Anderson, 2015, p.15). It is also theorized that the three (behavioral, cognitive, motivational) aspects of engagement are found to be mediators between contexts or situations (e.g. school instruction, peers, community and family), learners, and learning achievements (e.g., reading comprehension) (Reschly & Christenson, 2012).

Various aspects of reading engagement are both associated with and serve as predictors for different measures of reading achievement. For instance, intrinsic reading motivation has been shown to forecast reading comprehension by improving attention, persistence, and effort in the reading process (Guthrie & Wigfield, 1999; Wang & Guthrie, 2004). Intrinsic motivation has

also been a predictor of reading success on standardized tests (e.g., Guthrie et al., 2004; Taboada et al., 2009). Moreover, reading self-efficacy, or a person's judgment about one's capacity to accomplish well on reading (Wigfield et al., 2006), was associated with learners' reading comprehension on standardized and researcher-developed science comprehension assessments (Guthrie et al.,2004; Guthrie et al.,1999) as well as with the breadth and amount of reading out of school (Wigfield & Guthrie,1997). It has been found that reading engagement supported reading comprehension, the growth of conceptual knowledge, and usage of cognitive strategies in English-native speakers for 3rd, 4th and 5th graders (Wigfield, et al., 2008). The preceding evidence clearly suggests that learners' reading engagement is highly related to their reading comprehension and reading achievement.

2.12 Empirical Research on Reading Engagement

2.12.1 Reading Engagement Studies on Different Focuses

Regardless of the pivotal contribution of reading engagement in fostering ELLs reading achievement, a few studies have been carried out on this construct (Protacio, 2013; Taboada et al., 2013; Guthrie, Wigfield & You, 2012; Lee,2017; Getaye, 2017; Mete, 2020). Besides, few of these studies investigated reading engagement comprehensively, i.e., including the three major dimensions: behavioral, cognitive and motivational via mixed methods design. The following section discusses previous researches conducted on the construct of reading engagement.

Protacio (2013) carried out a qualitative case study examining the reading engagement of English language learners. Middle school students from varied ethnic and linguistic experience were included in this study. Focusing on the four reading engagement aspects (reading motivation, reading strategy, conceptual understanding and social interaction), the study explored whether all account for reading engagement, and if there are any additional elements that have to be considered with ELLs' engagement in reading. Relevant data were collected through qualitative methods like semi- structured interviews, reading activity inventories, think aloud protocols, classroom observation, comprehension assessments, and student artifacts. The results revealed that the 4 domains of reading engagement are crucial to study and address with ELLs reading engagement, and student identity was a crucial element of EFL learners' reading engagement. Besides, reading engagement is a situational construct, and thus, instructional

practices should be given in classroom settings to enhance learners' reading engagement. She recommended that a case study should be conducted qualitatively on learners reading engagement at secondary school setting. Although Protacio has included the four components of reading engagement, and utilized various qualitative data collection tools, she did not consider the general academic engagement dimensions i.e. cognitive, motivational and behavioral. She did not also apply a mixed research design to conduct her study.

Taboada et al. (2013) also investigated the role English language students' reading engagement plays in their general as well as content specific reading comprehension on 5th and 6th graders. The researchers employed reading engagement as a criterion to determine if it served as a mediator in the relation between English language learners' (ELLs) language proficiency and their general reading comprehension, as well as the connection between content-specific academic vocabulary in science and reading comprehension within the science content area. Involving 5th grade and 6th grade students as participants of the study, English language proficiency test, science vocabulary test and Reading Engagement Index (REI) were utilized as tools of data collection. For both grade levels, the engagement of English Language Learners (ELLs) in reading served as a mediator in the association between their proficiency in the English language and their overall comprehension, as well as in the connection between science vocabulary and science comprehension. As the findings of the research indicated, reading engagement serves as an explanatory mechanism between language ability and comprehension among early adolescent ELLs. Nevertheless, the study didn't look at the direct relationship between learners' reading engagement domains and reading comprehension. Furthermore, it employed only quantitative data gathering tools, and it failed to study reading engagement with different focuses like the students' reading engagement kevels and factors affecting it.

In addition, Guthrie et al. (2012) have studied students' reading engagement activities and the influence of classroom instructional practices on their reading engagement and other academic pursuits. Reviewing experimental and correlational studies, they have presented a conceptual model of reading engagement connecting classroom practices directly and indirectly to learners' reading motivation, behavioral engagement, and reading achievement. They constructed this engagement framework to explain the interconnections among instruction, motivation, behavioral engagement, and achievement. The fundamental premise of this model is that behavioral engagement in reading serves as a mediator between classroom practices and reading

outcomes, including knowledge acquisition and reading outcome. They focused on one reading comprehension instructional program -Concept-Oriented Reading Instruction (CORI). This program combines strategic instruction with effective teaching practices to enhance students' reading motivation, specifically focusing on reading within content areas like science and social studies (see fig. 2). In this study, the researchers have explicitly focused on the behavioral aspect of engagement, and on its mediating (the indirect effect) on reading achievement. It is also based on a review of previous quantitative studies; it did not include data from actual participants at a classroom context.

Moreover, Coertze (2011) investigated how communicative tasks present in Google Documents and blogs influence the engagement of ESL students with reading materials and assignments. The study also analyzed the variations in the quantity and quality of language output produced by students within these platforms. Six high intermediate ESL students representing diverse linguistic backgrounds such as Arabic, French, and Japanese, took part in the study. The data were gathered using semi- structured interviews, ethnographic field study, blogs and Google documents. The engagement performance of the students in the traditional reading class, emphasizing on the students' engagement and participation manners as well as the language output they generated were compared to the engagement and involvement behavior and the language outcome students produced in the reading based tasks offered in the Computer Mediated Communication (CMC) settings. The results indicated favorable outcome, particularly for students with mid to high performance levels, regarding their engagement in tasks and demonstrating a more equitable distribution of participation. Students operating within the CMC environments exhibited enhanced engagement and participation behaviors, along with improved language output. The current researcher observed that this qualitative study did not address the features of reading engagement as its title promises. It seemed to focus on students' hands on participation, and engagement was considered only as students' participation on observable activities. Methodologically, an experimental research design should have been employed to check communicative tasks on reading engagement.

Mete (2020) also conducted an experimental study examining the influence of the reading engagement model on the reading comprehension abilities and engagement levels of sixth-grade students. Employing a Pretest-Posttest Control Group design, the study included 62 students who participated in both the control and experimental groups. Within the experimental group, 36

class hours were dedicated to the implementation of the reading engagement model, during which various reading comprehension strategies were instructed, including cooperative discussion and questioning strategy, note-taking strategy, and the cloze technique. The activities outlined in the course book were executed in the control group. To assess reading achievement at both the beginning and end of the six-week implementation period, the Reading Comprehension Achievement Test was administered. In addition, to evaluate the levels of reading engagement, the reading engagement index was utilized for both pretests and posttests across the groups. While the SPSS software was employed for the analysis of data, the experimental group employing reading engagement model demonstrated a notable difference as compared to the control group. These students revealed an increase in both their reading comprehension achievements and levels of reading engagement. This study has employed quantitative tools to collect data and it did not explore reading engagement using mixed methods and with various focuses like the current study.

Furthermore, Lee (2017) has done a study to examine the association between engagement and academic performance. This correlational study specifically explored two dimensions of engagement: behavioral engagement, which is characterized by effort and perseverance in learning, and motivational engagement, which is defined as a sense of belonging. She examined student engagement and academic achievement, specifically focusing on reading performance. She utilized data of the U.S. Program for International Student Assessment (PISA, 2000) involving 3,268 students aged 15 from 121 schools across the United States. A multilevel analysis revealed that both behavioral and motivational engagement significantly predicted reading performance. Lee's study is an attempt to determine the relationship between engagement and performance, specifically on reading skill, but it does not examine engagement in its complete domains; it didn't consider the cognitive aspect of reading engagement, nor included data from an actual teaching learning context. Furthermore, it employed only quantitative tools to collect data.

More recently, Ghavamnia and Kashkouli (2022) examined the association between reading motivation, reading engagement, strategy utilization, and second language reading proficiency, along with the extent to which the first three aspects can predict second language reading proficiency among Iranian EFL learners. The motivations for reading questionnaire (MRQ), reading engagement survey, the SILL, and IELTS reading test were employed to collect data

whereas the SPSS software was utilized to analyze data. The findings of the study disclosed that a substantial and positive association was found among reading motivation and second language reading proficiency as well as reading engagement and L2 reading ability. However, a positive and significant association was not observed between strategy use and L2 reading ability. As was also revealed by the results, motivation in reading and reading engagement were predictors of L2 reading proficiency of the learners. In addition, a significant difference was found among the low, intermediate, and high-proficient second language readers with respect to motivation and engagement in reading. In this quantitative study, an important limitation the authors noted is that the data gathering tool utilized was questionnaire; and thus, studies in the future should use interviews and questionnaires to maximize the reliability of the data. In this small scale study, reading engagement is treated as a single aspect of language instruction, and only quantitative instruments were used.

In the Ethiopian context, Getaye (2017) carried out a case study to examine the relationships of reading engagement factors and reading achievement as well as the predictive powers of these factors on learners' academic performance. The study also looked in to the similarities or differences among low, medium and high academic achievers. The study, which involved university freshman students as participants, has employed both quantitative and qualitative designs. Surveys, interviews and students' CGPA from the office of the registrar were utilized as data gathering tools. Results disclosed that motivation, strategies and academic reading behavior have shown positive association with CGPA (academic achievement), showing differences in terms of strength. Besides, the students' motivation, strategy and reading behavior collectively were significant predictors of their cumulative GPA. Based on the ANOVAs findings, it was found that there were statistically significant differences among low, medium and high academic achievers on reading motivation, reading strategy and reading behavior.

Getaye's study is a good initiative to consider the three reading engagement domains in a single study. Besides, it investigated reading engagement from some perspectives such as its levels and differences among the different achievers. However, the study has examined reading engagement in terms of academic performance; it did not specifically address reading (skill) achievement like the current study. Moreover, it was conducted on university students, and it has utilized students' CGPA as a secondary data. The study has also included only students themselves as sources of

data; teachers were not involved to give information for the study. As a limitation, he has indicated that reading engagement can be affected by many other factors like instructors, policy makers, parents and other stake holders, and their views should be included in future studies. Thus, the current study has considered this gap partially by involving teachers as sources of information, in addition to filling other gaps.

2.12.2 Reading Engagement Studies on Concept Oriented Reading Instruction

Many reading engagement studies investigated concept-oriented reading instruction (CORI), which aimed at enhancing reading comprehension by integrating science or social studies with reading activities, utilizing science literature as part of the reading instruction. The framework of CORI is rooted in the reading engagement model, as suggested by Guthrie and Wigfield (2000), which proposes that when readers are completely engaged in a reading task, they understand better, employ reading strategies efficiently, and are motivated to read. A few of these studies are highlighted as follows.

A study carried out by Wigfield and colleagues (2008) investigated the varying impacts of Concept-Oriented Reading Instruction (CORI), which provides assistance for cognitive and motivational processes in reading, strategy instruction that focuses on cognitive strategies, and traditional instructional methods in grade four classrooms. The study aimed to assess how these different approaches affected students' reading comprehension, strategy utilization, and overall engagement in reading activities. 492 fourth-graders from five schools and 15 teachers were involved in the study. The data were gathered using a standardized reading comprehension test, an author-developed performance test focused on reading comprehension and strategy utilization, the Reading Engagement Index, and the Motivations for Reading Questionnaire (MRQ). Students participating in CORI demonstrated markedly higher performance compared to both comparison groups in areas such as reading comprehension, strategies of reading, and reading engagement. As the researchers deduce, the degree of students' reading engagement during classroom activities played a mediating role in the instructional impact on reading outcomes. With in this quantitative study, the direct relation between reading engagement and reading outcome was not examined; reading engagement had a mediating role. The study did not also explore reading engagement in other perspectives like students' level of engagement and factors affecting it.

Guthrie et al. (2004) have also reported a two-phase study on the concept of CORI entitled 'increasing reading comprehension and engagement through concept-oriented reading instruction'. They investigated the impact of an instructional framework that merges motivational support with strategy instruction, Concept-Oriented Reading Instruction (CORI), on the reading achievement of grade three students from an engagement perspective of reading development. Within the CORI framework, 5 motivational practices were combined with 6 cognitive strategies aimed at enhancing reading comprehension. In the initial study, a comparison was made between this framework and an instructional framework that focused on Strategy Instruction (SI) without incorporating motivational support. In the subsequent study, CORI was evaluated against both SI and a traditional instruction group (TI), utilizing supplementary measures of key constructs. Data were gathered through the motivation for reading questionnaire (MRQ), strategy use, pretest and posttest (passage comprehension test). In both studies, analyses conducted at the class level revealed that students in CORI classrooms outperformed those in SI and/or TI classrooms in terms of reading comprehension, reading motivation, and reading strategy.

In an experimental study, Vongkrachang and Chinwonno (2015) investigated the effect of explicit reading instruction within the CORI framework on the reading comprehension and engagement of EFL students with informational texts. This reading instruction was conducted with first-year university students in Thailand over duration of 10 weeks. Data was collected via observation, a reading engagement index, a reading engagement checklist, and both pretests and posttests. The findings indicated that students demonstrated enhancements in their reading comprehension and reading engagement following the implementation of CORI. Additionally, notable differences were observed between the mean scores of the students' pre-tests and post-tests. The findings from the Reading Engagement Index (REI) and the Reading Engagement Checklist also showed favorable shifts in behavioral, affective, and cognitive engagement. The authors used reading engagement as the dependent variable of the research. The research has employed an experimental design and only quantitative approach. Thus, it is different from the present research.

The previously reviewed studies, few to mention, conducted on concept-oriented reading instruction (CORI), and others did not examine reading engagement in its holistic practice in the ESL classes, nor they gave attention to the direct relationship between secondary school

students' reading engagement domains and their reading achievement in a classroom context, which is partly considered in the current study.

In sum, findings from previous studies on reading engagement highlighted that engagement in reading is related with and predicts students' reading achievement and academic achievement. Reading engagement also mediates the association between language ability and reading comprehension. Moreover, the studies have disclosed that CORI (Concept Oriented Reading Instruction) fosters learners' reading engagement and reading comprehension. Nevertheless, researchers have hardly studied the complete description and practice of reading engagement by including its cognitive, motivational and behavioral dimensions in a mixed research design. As far as the researcher's knowledge is concerned, little research has been carried out on how students are practically engaged in reading, and the relationship between EFL students' reading engagement and their reading achievement as well as the reasons that affect their reading engagement in a single study. To this end, the current research was devoted to fill these research gaps in the literature. Besides, the researcher strongly believes that various challenges related to Ethiopian language instruction as well as the students' reading achievement is heavily related reading engagement. What is more, reading engagement is a scarcely investigated concept in the Ethiopian secondary school language instruction context. Hence, reading engagement should be studied at secondary a school context to get insight in to how language instruction can be improved at a classroom level.

2.13 Theoretical Framework of the Study

As reading engagement is a complex and a multi-dimensional construct, it is related to many learning theories. In order to conceptualize the 3 major dimensions (cognitive, motivational and behavioral), thus, the diverse theories employed in the study are discussed in this section.

2.13.1 The Constructivist Learning Theory

This research work is primarily guided by the constructivist learning theory. Constructivism is theory of knowledge which contends that humans produce knowledge and meaning based on an interaction between their prior experiences and their ideas (Piaget, 1967). Constructivism as an educational theory emphasizes "the active construction of knowledge by individuals," maintaining that learning "occurs when individuals integrate new knowledge with existing

knowledge" which can only happen, as argued, "When the learner is actively engaged in the learning process" (Tracey & Morrow, 2006, p.47). In addition, Bruning et al. (2004), cited in Schunk (2012) explain that a philosophical and psychological perspective known as constructivism contends that people create the majority of what they learn and comprehend. Based on constructivism, "Learning is a process of building an understanding" (Donachy, 2014). Fosnot (1996) also explains that constructivism is a theory of learning and knowledge that explains how someone "comes to know" as well as what "knowing" is. Constructivism characterizes knowledge as transient, developing, non-objective, internally produced, and socially and culturally mediated, according to works in psychology, philosophy, and anthropology (Abebe, 2012). Abebe additionally emphasizes that, from this viewpoint, learning is perceived as a self-regulatory endeavor that involves grappling with the tension between established personal worldviews and new, conflicting insights. This process entails the creation of new representations and models of reality, viewed as a human endeavor for meaning-making, utilizing culturally developed tools and symbols. Furthermore, this meaning is negotiated through collaborative social activities, discussions, and debates.

The constructivist philosophy asserts that knowledge is generated through the active engagement of individuals, rather than being an external resource to be acquired (Papert, 1999). The mental frameworks developed by each individual influence their perception of reality. The constructivist ideology is only acknowledged for the purposes of this study inasmuch as it generates effective teaching strategies and learning opportunities where students integrate new information and experiences into their preexisting schema. "Constructivist teaching practices help learners to internalize and reshape or transform new information", (Brooks &Brooks, 1993, cited in Thelma, 2001, p.3-4).

The cognitive-constructivist perspective on reading highlights that it is an active process wherein the reader engages in seeking meaning from the text. Readers are required to actively interact with the errors present in the text, reflect on their reading, and connect the information they acquire from the text to concepts, subjects, and occurrences with which they are already familiar. (Graves, 2001). Cognitivist constructivism also stresses that the quest for meaning by the reader is largely contingent upon the reader's pre-existing knowledge or schemata, which serve as a foundation for this search. Furthermore, the reader's active engagement is substantial enough to support the claim that the reader effectively constructs the meaning they ultimately derive.

The constructivist perspective on reading carries numerous implications for language educators (Wilson, 2003, cited in Abebe, 2012). First, teachers should shift their approach from merely practicing reading to actively helping students enhance their ability to read critically and constructively. Second, educators should refrain from instructing reading using the type of disjointed texts that are frequently encountered in English as a Foreign Language (EFL) classrooms. Third, teachers must prioritize not reading for their students during reading classes. Rather, English educators should encourage students to select their reading materials and methods in a manner that aligns with their individual needs and objectives. In line with the constructivist views, the Ethiopian education curriculum for secondary schools also emphasizes the student centered approach when they are learning language. It emphasizes that students should take much of the time during language instruction. It is expected that students contribute to the construction of meaning and learning by themselves and the teacher takes the role of facilitating the instruction.

Social constructivist reading theory (adopted for this study) is another category of the constructivist theory of learning. Social constructivism is grounded on the assumption that "children's knowledge, attitudes, ideas, and values develop through interaction with others" (Woodcock, 1998, cited in Abebe, 2012, p.69). It is a type of cognitive constructivism which stresses on the cooperative feature of plentiful learning. The theory of social constructivism was established by Lev Vygotzky, a cognitivist, but rejected the supposition hold by cognitivists like Piaget and Perry that it was possible to isolate learning from its social setting (Berkley University of California, 2018). Vygotsky contended that all cognitive processes originate in (and must therefore be described as products of) social interactions and learning does not merely involve the assimilation and accommodation of new knowledge by learners; it is the process by which learners were integrated in to a knowledge community (Ibid). On the word of Vygotsky (1978), each function in the child's cultural progress occurs two times: initially, on the social level and, later on, on the individual level; first, it happens between persons (inter psychological) and then inside the child (intra psychological).

Generally, reading from literature shows that constructivist learning theory contests the traditional principles about knowledge and learning. This theory promotes and accepts students' autonomy and creativity. It considers learning as a process; recognizes the crucial contribution of experience in learning; reflects how the learner learns; encourages students to engage in dialogue

with other students and with the teacher; promotes co-operative learning; involves students in real world contexts; focuses on the context in which learning is carried out. Besides this theory reflects the beliefs and attitudes of the students, and provides the opportunity for students to build new knowledge and understanding from authentic practice.

The rationale for using the constructivist learning theory for the current study is that "the concept of student engagement is based on the constructivist assumption that learning is influenced by how an individual participates in educationally purposeful activities" (Vicki, 2010, p.40). This idea indicates that [reading] engagement is inherent in constructivism. As said by Amineh and Asl (2015), constructivism is a mixture of several theories diffused in to one form; it is the integration of the behaviorist and the cognitive principles. And, the current study deals with reading engagement, the joint functioning of *s*trategy, motivation and behavior in literacy activities. Reading engagement, like constructivism, considers the learner as knowledge inquirer, autonomous, interactive, self-learner and self-regulating. Moreover, the constructivist view of reading has several implications for language teachers; it suggests principles for teachers how to teach reading to engage students in reading (Tracey & Morrow, 2001). Thus, the constructivist learning theory is an appropriate theory to the subject matter and the context of this study.

2.13.2 The Behaviorist Learning Theory

Donachy (2014) points out that for behaviorists learning is a response to external stimuli. Behaviorism is based on on the objectivist epistemology, which believes in the presence of consistent knowledge regarding the world and which accepts that students gain the same understanding from what is communicated. In this theory, "there is a fixed world of knowledge that the student must come to know" (Jonasen, 1991, cited in Mulugeta, 2009, p.29). By terminating the impact of cognitive factors, behaviorist theories propose that free will is an illusion and that responses will be determined and conditioned. Similarly, as Danley et al. (2011) assert, behaviorism defines learning as a process that is reflected in observable and measurable behaviors. Central to effective learning within this framework is the concept of reinforcement, which plays a crucial role in facilitating the transfer of knowledge. A significant focus is placed on the interaction between stimuli and responses. Behaviorists view the learner as a passive recipient of knowledge. In this regard, behaviorism can be a contrasting view with constructivism. Behaviorists perceive knowledge as something to be transferred from the teacher

to the students; however, constructivists consider knowledge as something to be constructed by and within the learner.

The preceding views denote that behaviorism mainly considers the learner as a passive decoder of knowledge or meaning as there is a fixed understanding of knowledge; the learner has no role in constructing meaning during learning. Scholars argue that behaviorism is a traditional, outdated learning theory while practically it still seems a popular learning theory among many teachers and students. As motivation (integral component in this study) is based on behaviorist theory, it would be essential to include the behaviorist learning theory in the current study. It is also impossible to deny the role of external reinforcement and rewards from teachers in EFL classrooms. For instance, Guthrie et al. (2012) confirm that recognition and rewards (in instructional practices) pertain to the methods by which educators offer feedback to learners. Rewards are frequently employed in teaching reading and various instructional programs to enhance learners' motivation. Here, one can infer that teacher's rewards can be used as external environments or motivators for learners to develop desired learning or reading behaviors.

The concept of behaviorism can also contribute for the development of students' behavioral engagement in reading which includes time spent in reading, reading habits (with reading frequency and the types of genres students read). Teachers can make students adapt positive behaviors and avoid negative ones during reading instruction through repetition. "Negative reinforcement for undesired response could be more beneficial; examples of what not to do can provide better understanding of the desired end goal" (Danley, et al., 2014,p.19). As these authors further state, the application of instructional design of behaviorism, students may employ the technique of repetition to ensure that information remains concrete throughout the learning process. Haeghel et al. (2012, p.1007) based on the concept of self- determination theories argue that controlled motivation "consists of two subtypes: external regulation and introjected regulation. External regulation is the most controlled type of extrinsic motivation and consequently the least autonomous. When externally regulated, children read to meet external demands, to obtain a reward, or to avoid punishment." The discussions so far suggest that behaviorism contributes to the students' reading engagement and reading achievement because behavioral engagement is one part of reading engagement. Thus, behaviorism was employed as one of the theoretical frameworks of the current research in order to capture the behavioral aspect of reading engagement.

2.13.3 The Cognitivist Learning Theory

The current study incorporates the cognitivist learning theory as one of the theoretical frameworks to consider the cognitive dimensions of reading engagement. “Cognitive learning theories hold a unique place in history; they explore the depths of the mind from the perspectives of process” (Grider, 1993,p.I). Cognitivism has shifted the focus of learning from observable behaviors to unobservable mental processes. As reading is unobservable mental behavior, the attention of educational psychologists shifted to cognitivism. Learning for cognitivists is an internal mental action which cannot be observed. According to Wool folk’s (1998) proposition, “The cognitive view of learning can best be described as a generally agreed- up on philosophical orientation. This means that cognitive theorists share basic notions about learning and memory. Cognitive theorists believe, for example, that learning is the result of our attempts to make sense of the world. To do this, we use all the mental tools at our disposal” (p.247). Wool olk adds saying that the cognitive perspective regards individuals to be active learners who engage in experiences, actively pursue information to address challenges, and acknowledge their existing knowledge to gain new understandings. Cognitivism as a learning theory has different constituents like substrata factor theory of reading, rauding theory, bottom up model, top down model, interactive approach and compensatory–encoding model, but all of them share similar features. Most of these categories are reflected in the reading development processes.

Cognitivism as a learning theory emphasizes on how a person's mind receives, organizes, saves and retrieves data. It assumes that a human mind works like an information processor or computer (Main, 2022). Main further indicates that the cognitivist approach broadens its emphasis beyond mere observable behavior, perceiving learning as an internal process that is carried out within the mind. Glider (1993) citing Baron and Byrne (1987) mention that cognitive theorists consider learning as a phenomenon that entails the incorporation of experiences into an active storage system, which consists of organizational frameworks known as schemata. Further, Glider (1993) citing Bell-Gregler (1986) describes that schemata perform a variety of roles in human cognition. Beyond their function of retaining information in long-term memory, they provide frameworks that new information should align with to be comprehended. Besides, schemata govern attention, facilitate the organization of environmental searches, and assist in completing incomplete information during the processing phase. Moreover, schemata control

attention, organize searches of the situation, and “fill in the gaps” when information processing takes place. Hence, the mind employs schemata in order to systematically organize and interpret information that readers acquire from their surroundings.

Cognitivists assert that human learning is fundamentally rooted in the process of thinking. They believe that individuals acquire knowledge through their experiences and can modify their behaviors in response to novel information. Consequently, knowledge is assumed as an internal process rather than a tangible result (Main, 2022). Main further states that cognitive learning theories are grounded on the principle that the acquisition of knowledge occurs as learners actively involved in problem-solving tasks. They posit that learners achieve a deeper understanding when they employ their own cognitive skills, instead of merely receiving instruction on facts as well as procedures. The cognitive learning theories are founded on the principle that the acquisition of knowledge occurs when learners are actively involved in problem-solving tasks. These theories posit that students achieve a deeper comprehension when they employ their own cognitive skills, rather than merely receiving instruction on facts and procedures.

Cognitive learning approaches can be effectively applied across various disciplines. The main focus is on problem-solving and enhancing the processes of storing and retrieving information for practical use (Glider, 1993). In line with Main (2022), in the classroom setting, cognitivism fosters essential learning contexts that develop through engaging mental activities designed to enhance students' cognitive abilities. For example, when students are presented with challenging questions, it motivates their minds to progress beyond their existing knowledge in pursuit of solutions.

2.13.4 Engagement Theory

The theory of enagement is the other vital theoretical basis for this research as engagement is directly associated to the topic of the research- reading engagement. The engagement theory proposes that engagement involves the combination of motivation and strategic approaches within literacy activities (Guthrie et al., 1996). Guthrie and Wigfield (2000) also note that [reading] engagement consists of aspects like motivation, strategy, social and conceptual understanding. Guthrie et al. (2004) state that this viewpoint presents multiple claims regarding

reading engagement: (a) reading engagement is characterized by an interaction with the text that is both motivated and strategic, and (b) there is a correlation between engaged reading and success in reading comprehension (c) reading engagement and its elements (motivation and cognitive strategies) can be maximized by instructional practices directed toward them, and an instructional framework that integrates motivational and cognitive strategy support in reading is likely to enhance both engaged reading and reading comprehension (d) an instructional framework that combines motivational and cognitive strategy support in reading increases engaged reading as well as reading comprehension. These perspectives on engagement theory are further discussed as follows.

Firstly, the engagement perspective on reading proposes that reading engagement is based on motivational and cognitive features of a reader. As per Guthrie et al. (2004), the engaged reader is intrinsically motivated, constructs knowledge, applies cognitive strategies, and makes social interaction to learn from text. These engagement processes are evident in the cognitive effort, perseverance, and self-directedness exhibited by students during their reading activities. Another engagement viewpoint proposes that learners' amount of reading engagement is related to reading comprehension achievement. The perspective further indicates that engaged reading and its major parts (cognitive strategies and motivation) can be enhanced by instructional practices focused on them. Intrinsic motivation and strategies are principal to engaged reading. Finally, the theoretical stance on engagement proposes that combining motivational and cognitive strategy support during reading comprehension instruction will maximize reading engagement and comprehension in reading.

Engagement theory encompasses various elements of engagement, including the motivations behind reading, the motivations for employing strategies during reading, and the motivations for acquiring conceptual knowledge from texts. Guthrie et al. (2004) contend that within the framework of reading motivations, engaged readers select reading as a means to fulfill diverse objectives, including pleasure, acquiring knowledge, or social interaction with peers. Engaged readers exhibit a sense of autonomy (self-determining); they establish objectives for their reading endeavors as they delve into the material. Furthermore, they have the capacity to internalize their reading goals (Guthrie et al., 1996).

As students find personal relevance in the material they read, their motivation becomes intrinsic, leading them to employ advanced strategies for engaging with those texts. In exploring the relationship between motivation and the application of reading strategies, it is anticipated that students intrinsically driven to read can exhibit independence, persist through challenging passages, and take responsibility for their reading strategies use (Guthrie et al., 1996).

The third concept pertains to the motivation for conceptual understanding or learning derived from text. When children exhibit a desire to read and employ strategies to achieve this objective, they demonstrate intrinsic motivation. Lerarners who possess intrinsic motivation to engage in reading tend for achieving greater levels of conceptual learning compared to their peers who are primarily motivated extrinsically. For example, instead of engaging in memorization solely for the purpose of achieving a grade, these students read to enhance their comprehension. The instructional program that has been most widely utilized and examined by researchers is Concept Oriented Reading Instruction (CORI) (e.g. Guthrie et al, 2004; Guthrie et al., 2014).

Finally, the perspective of the engagement theory is that engaged readers actively share their thoughts and interpretations of texts with their peers. The readers' commitment to reading transcends time, encompasses various genres, and results valued learning results. Conversely, disengaged readers exhibit passivity and lack of initiative. They often shy away from reading and exert minimal effort. It is uncommon for them to find enjoyment in reading during their leisure time or to immerse themselves in literary works (Guthrie & Wigfield, 2000).

Engaged reading or reading engagement is inherent in the constructivist learning philosophy. Tracey and Morrow (2006) point out that engaged reading is a theory that is grouped under constructivism. Constructivism contends that learners can construct their oun knowledge when they learn. Reading engagement also shares the characterstics of the constructivist learning theory. Thus, employing this theory in reading engagement study can contribute to the novelity of the study at a secondary school level.

2.13.5 Self-Determination Theory

Although there are several theories of motivation, self-determination theory (SDT) is employed as a theoretical basis in this research to conceptualize motivational engagement. Self-determination theory is a base for Guthrie and Wigfield's (2000) Engagement Model, and it is

rooted in motivational theory. SDT describes how individuals can be motivated to accomplish a certain action for its own sake (Ryan & Deci, 2017). SDT is an empirically grounded, organismic framework for understanding human behavior and the development of personality. The analysis of SDT primarily emphasizes psychological aspects and categorizes motivation types along a continuum ranging from controlled motivation to autonomous motivation.

Ryan and Deci (2017) propose that SDT distinguishes itself from other motivational frameworks by focusing on the various sources and types of motivation that influence the quality and dynamics of behavior. Instead of perceiving motivation as a singular entity, SDT posits that certain forms of motivation are fully autonomous, aligning with an individual's interests or values, while others may be entirely extrinsic, occurring when an individual is compelled or pressured to engage in activities that they do not personally value. "Sources of motivations differ, as do the effects of being energized by these different motives. …different motives are not just different in magnitude; they vary in the phenomenal sources that initiate them, the affects and experiences that therefore accompany them", and "their behavioral consequences, including the quality of persistence, performance, and health benefits (or costs) they yield" (Ryan & Deci, 2017, p.17).

As stated by Ryan and Deci (2017, p.14), "central dimension used within Self- Determination Theory to differentiate types of motivation is the autonomy-control continuum. Varied types of motivation can be characterized in terms of the extent to which they represent autonomous versus controlled regulations." As noted by these authors, behaviors are driven by autonomous motivation when individuals feel a sense of volition, characterized by their agreement, alignment, and complete willingness to participate in those behaviors. When individuals operate autonomously, their behaviors are perceived as originating from and reflecting their true selves. Conversely, behaviors identified as controlled within Self-Determination Theory are those in which an individual experiences external or internal pressure to engage in certain actions. A person is considered to be controlled when their motivations are influenced by feelings of coercion from external entities or forces, leading them to behave in ways that are inconsistent or foreign to their personal identity. "One characteristic of SDT is that it qualitatively differentiates between different types of motivation. In particular, SDT revises the classical distinction between

intrinsic and extrinsic motivation by differentiating among types of extrinsic motivation" (De Naeghel, 2012, p2).

Autonomous and Controlled Motivation: Two categories of motivation are identified with in SDT: autonomous and controlled (Ryan & Deci, 2000). The autonomous motivation encompasses intrinsic motivation and well-internalized regulation. And intrinsic motivation serves as the ideal example of completely autonomous or self-determined conduct, thus representing the best form of motivation. It pertains to participating in an action for the sake of enjoyment or intrinsic fulfillment, and reveals "the inherent tendency to seek out novelty and challenges" (Ryan & Deci, 2000, p.70). With respect to reading skill, this suggests that children engage in reading due to their enjoyment of the activity. However, even in cases where children do not exhibit impulsive interest in reading, such as when they are motivated by external factors, there remains the potential for a degree of autonomy or personal choice.

Extrinsic motivation pertains to engaging in a task for the purpose of achieving separable outcome (Ryan & Deci, 2000). They differentiate between intrinsic and extrinsic motivation, outlining four categories of extrinsic motivation- external, introjected, identified, and integrated, arranged along a continuum that reflects varying levels of external control and autonomy. Boakye (2012) describes that external regulation is completely influenced by outside factors, including praise and rewards, while introjected regulation consists of externally enforced guidelines, such as the necessity of studying for an examination; identified regulation refers to participation in an activity driven by a strong appreciation for its value, recognition of its utility, and a sense of personal alignment with the behavior. And integrated motivation encompasses choiceful actions that are completely aligned with the individual's broader values, needs, and identity. Besides, the most autonomous or completely internalized type of extrinsic motivation is integrated motivation where the external motivator has been internalized and assimilated into the self to become self- determined, similar to intrinsic motivation" (Deci & Ryan, 2000). Internalized extrinsic motivation involves finding pleasure in an activity from within oneself; however, it differs from intrinsic motivation as it is influenced by instrumental values.

When someone is intrinsically motivated, he/she engages in activities for the enjoyment or challenge they present, instead of due to external influences, pressures, or incentives (Ryan & Deci, 2000). Therefore, the implementation of Self-Determination Theory in educational

settings, especially within the classroom, can foster intrinsic motivation, facilitate the internalization of values, and enhance regulatory processes, ultimately leading to high-quality learning and a deeper conceptual understanding (Deci et al., 1991, cited in Fergusen, 2015). Extrinsic motivation that is highly autonomous is related to greater engagement, better achievement, less dropping out as well as higher excellence learning, than less autonomous extrinsic motivation.

As a whole, reading motivation is a central component of reading engagement, and self-determination theory is a base for reading engagement model. Most aspects of reading motivation included in the current study are also found within the continuum of extrinsic versus intrinsic motivation. Thus, SDT is an appropriate motivational theory to serve as a theoretical framework of this study to consider the multilevel nature of reading motivation. To sum up, the preceding section has discussed the theoretical framework of the study, which shows the overall picture or structure of the research. The section below is devoted to the pictorial representations of the theoretical framework. The most common and popular models in reading engagement, which have contributed a lot to the field are presented.

2.14 Models of Reading Engagement

Under this section, the most common and popular models of reading engagement, which have contributed a lot to the field are discussed. Then, the conceptual model of this research is presented.

2.14.1 Guthrie and Wigfield (2000) Model of Reading Engagement

Guthrie and Wigfield (2000) formulated a model of engagement specifically aimed at enhancing reading development. They established a framework for understanding reading engagement that links instructional methods in the classroom to learners' motivations, strategic approaches, conceptual understanding, and social interactions, eventually influencing their reading success. According to this model, reading comprehension is achieved through a sustained period of engaged reading. As Guthrie and Wigfield (2000) propose, the model illustrated in Figure 1 encompasses various dimensions of student motivation, including goals, intrinsic and extrinsic motivation, self-efficacy, values and social motivation. The motivational facets of the reader

encourage learners to engage in reading and to employ cognitive strategies for understanding texts throughout the reading process.

The cognitive strategies outlined in the model pertain to the diverse cognitive processes that students engage in to understand, self-regulate, and develop their comprehension and beliefs during the reading experience. Meanwhile the aspect of conceptual knowledge denotes the conception that reading is knowledge driven; we read texts to get knowledge. Of course, conceptual knowledge seems to be the extension or product of using reading strategies as both of the constructs are cognitive processes.

An additional integral element of the model, social interactions, encompass collaborative activities within a community, as well as the social objectives of assisting fellow students or working in conjunction with a teacher. The four constructs discussed above in combination contribute to learners' reading achievement, knowledge constructed from reading, and the types of practices in which they engage (Guthrie et al., 2012). Guthrie and Wigfield (2000) in this engagement model identify 9 classroom principles which will be employed in creating suitable environment for enhancing motivation and making engaged readers. These are learning and knowledge goals, real world involvement, autonomy support, interesting texts, strategy instruction, collaboration, rewards and praise, teacher involvement and evaluation.

The instructional techniques incorporated within the framework are centered on the aspects of reading engagement, which encompass motivation, strategy utilization, conceptual understanding, and social interactions (See Figure 1 below). During reading instruction, the instructional techniques contribute to the development of the reading engagement aspects, which inturn facilitate reading achievement.

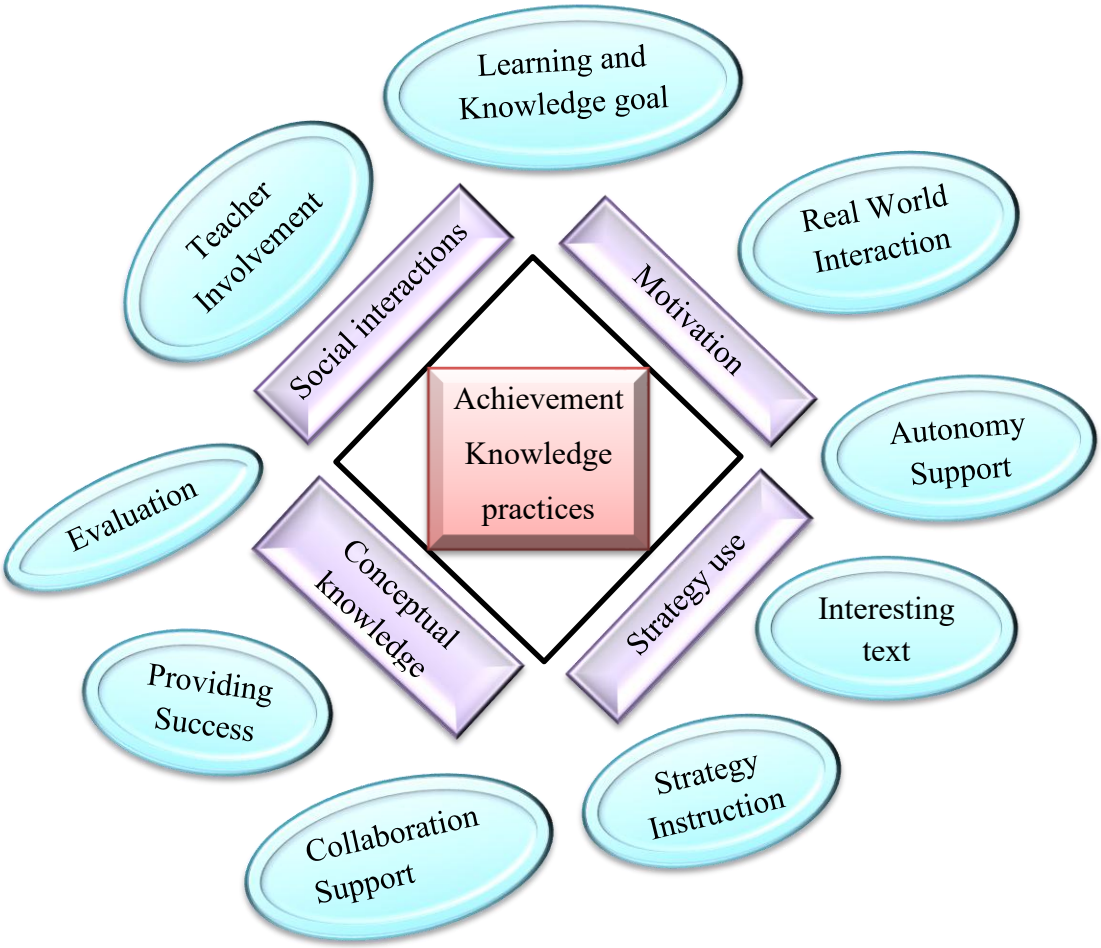

Figure 1: *Guthrie and Wigfield (2000) Engagement Model of Reading Development*

Guthrie and Wigfield's (2000) model is recognized for its innovative, integrative, and outcome-focused approach. This perspective differs significantly from numerous reading research and intervention programs that have primarily concentrated on cognitive processes. Such studies have encompassed intervention programs that emphasized the impact of strategy instruction on reading outcomes (e.g. Dreyer & Nel 2004). However, the current model integrates motivational and cognitive processes with social contributions in its intervention programs, the most employed and researched program being the Concept Oriented Reading Instruction (CORI) (e.g. Guthrie et al., 2004; Guthrie & Klauda, 2014; Guthrie et al., 2012). Nevertheless, viewed from the perspective of academic engagement (subsuming cognitive, motivational and behavioral dimensions), this model does not explicitly include the behavioral aspect of engagement. Thus, the model cannot be directly employed for the current study as the present study focuses on the three major dimensions of reading engagement. Hence, this model was modified and used for the present study with some

modifications like inclusion of behavioral engagement, and the exclusion of classroom principles or instructional practices although they are assumed to be applied by the Ethiopian secondary school classroom teachers. Instructional practices are excluded from the model for the reason that the instructional practices are not the explicit variables for this study.

In the present study, reading engagement is understood as having three important dimensions: cognitive engagement, motivational engagement and behavioral engagement. Moreover, reading engagement is conceptualized as consisting of 5 (five) subcomponents: reading motivation, reading strategy, reading behavior (originally missed in reading engagement model), conceptual knowledge and social interactions. However, the five components were condensed in to the three major dimensions. Thus, reading habits was categorized under behavioral engagement; reading motivation was treated under motivational engagement; reading strategies were grouped in to cognitive engagement. Conceptual understanding is believed to be the extension of cognitive processes in reading, and it was grouped under cognitive engagement, whereas social interactions are clearly found in motivational and cognitive dimensions. The researcher believes that they are more of motivational in nature, and were merged in to the motivational engagement.

2.14.2 Guthrie, Wigfield and You (2012) Model of Reading Engagement

Processes

Guthrie et al. (2012) introduced a model that outlines the engagement process in reading. They created a conceptual framework that connects classroom practices, both directly and indirectly (or through mediation), to learners' reading motivation, their behavioral reading engagement, and their reading achievement. They conducted a study examining students' engagement in reading activities and the impact of classroom instructional methods on this engagement, as well as on other academic activities. In a broader context, they characterized engaged readers as individuals who have motivation to read, employ reading strategies in reading processes, possess knowledge in deriving meaning from texts, and engage in social interactions during reading (Guthrie et al. 2012). This framework for understanding reading engagement processes in classroom settings is consistent with the engagement model proposed by Reschly and Christenson (2012), but this model is unique for it is specifically proposed to reading comprehension instruction.

A fundamental principle of this framework is that students' behavioral engagement in reading serves as a mediator between classroom practices and reading outcomes. One instructional program for reading comprehension highlighted by Guthrie et al. (2012) is Concept-Oriented Reading Instruction (CORI). It combines strategy instruction with various teaching practices to enhance students' motivation for reading, specifically within content areas such as science and social studies. The classroom practices and conditions portrayed in the box at the left side of the figure comprise many of those included in Guthrie and Wigfield's (2000) engagement model (e.g. autonomy support, relevance/choice, providing success, collaboration support and strategy instruction).

The reading engagement theory identifies specific motivational factors as significant contributors to students' engaged reading. It outlines a set of principles aimed at enhancing reading motivation, suggesting ways in which educators can create social atmospheres that equip learners with both the desire and the ability to participate actively in reading. The instructional practices or classroom principles in the two models, (Guthrie & Wigfield, 2000, and Guthrie et al., 2012) are described as follows.

1) Autonomy support: Autonomy support is grounded in the principles of self-determination theory (Ryan &Deci, 2009), which suggests that providing learners a degree of control over their educational process serves as a significant motivator.

2) Interesting texts: This pertains to the practice of offering a substantial collection of highly engaging reading materials within the classroom setting. According to Cox and Guthrie (2001), the educational situation of engaging texts involves ensuring a plentiful availability of materials that align with the learning objectives and knowledge goals being pursued.

3) Strategy Instruction: The National Reading Panel (2000) in the United States defines strategy instruction as the various reading strategies that English teachers impart to their wstudents. With in the context of the CORI program, a collection of strategies has been identified that is supported by robust empirical evidence.

4) Social collaboration is considered as a motivation process because reading is in itself a social process. Although it is true that reading can happen in solitude and can be a rewarding individual, silent activity, a lot of the reading that occurs in schools and out of school is socially driven (Taboada & MvElvany, 2020).

5) Praise and rewards include the means in which teachers give feedback to learners (Brophy, 1981). Gambrell and Marinak (1997) point out that rewards are usually applied in reading instruction and other instructional programs as a means to develop learners' motivation.

6) Students are *evaluated* in many ways in the classrooms. Some evaluation methods can provide meaningful evidence about learners' motivation (Afflerbach, 1998).

7) Teacher involvement refers to a teacher's awareness of individual students, focusing on their development and possessing the pedagogical insight necessary to improve their active engagement (Skinner & Belmont, 1993).

8) Learning and knowledge goals: pertain to the overarching purpose of education and are closely linked to theories of performance and learning goals. Performance goals focus on surpassing peers, whereas learning goals emphasize a commitment to comprehension and the acquisition of knowledge. Prioritizing learning goals fosters sustained engagement and deeper understanding over time (Linnenbrink, 2005).

9) Real-world interactions: These are characterized as authentic engagements that connect the academic curriculum with students' personal experiences. When reading instruction is integrated into intrinsically motivating activities that are associated to students' own experiences such as gathering information, observing, and reporting, there is a notable increment in both reading motivation and the use of reading strategies (Anderson, 1999).

A crucial assumption in Guthrie et al.'s (2012) model is that the influences of instructional practices on the learner results of achievement, knowledge, and reading practices are mediated by the engagement practice. Classroom contexts only affect student outcomes to the extent that they generate high levels of learner engagement. In this regard, behavioral engagement is one of these processes and is improved by CORI (Guthrie et al., 2012). This model shares many qualities with the model of reading engagement by Guthrie and Wigfield (2000).

Depicted in the graphic (Fig.2) are the reading engagement processes consisting of reading motivations, [reading] behavioral engagement, and reading outcome, together with classroom settings. Guthrie et al. (2012) confirm that behavioral engagement influences reading competency, and reading motivation influence behavioral reading engagement. At the far left side of the graphic, classroom experiences and conditions are revealed to denote their duty in influencing motivations, behavioral engagement, and reading achievement. The reasoning

behind categorizing all of these as engagement processes lies in their representation of the motivational, behavioral, and cognitive aspects involved in text interaction.

The authors have reviewed empirical evidence supporting that classroom practices have both direct effects on competence and indirect influences mediated by motivations and behavioral engagement. Within the graphic, the characters (A, B, C, D, E, and F) denote pathways from classroom practices through the processes of engagement and to reading proficiency. The model shows the direct and indirect interaction of different variables. This model mainly considers the behavioral aspect of reading engagement explicitly while it does not address the cognitive and motivational aspects of engagement directly. It does not also indicate the direct relation between reading engagement aspects and reading achievement, which is among the basic research questions of this study (see Fig.2, below). Thus, this model is even less inclusive of reading engagement than Guthrie and Wigfield's (2000) reading engagement model.

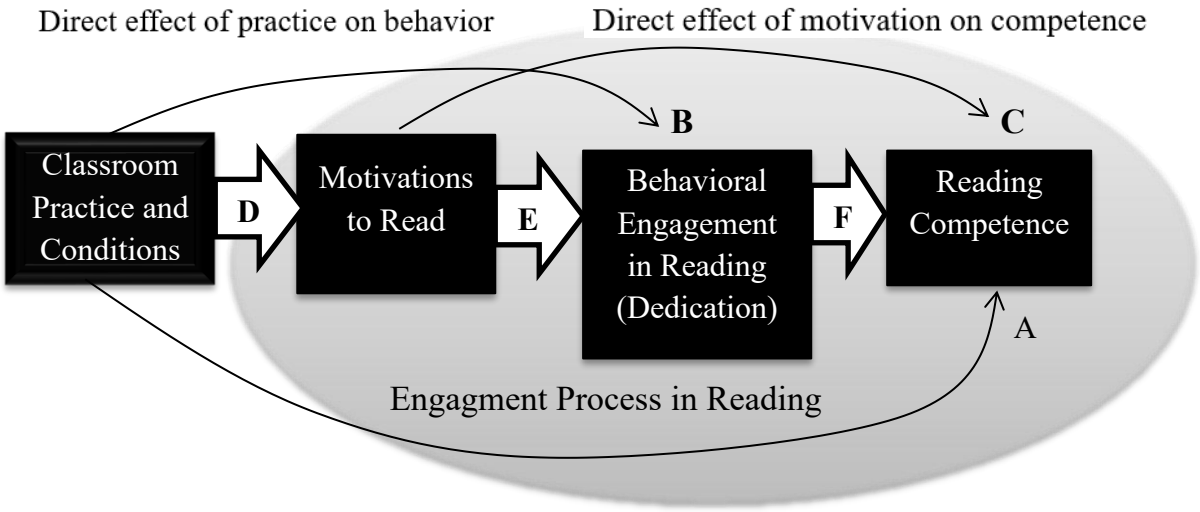

Figure 2: The Model of Reading Engagement Processes within Classroom Contexts

2.14.3 The Proposed Model for the Current Study

Based on the inadequacies of the previous models of reading engagement process, a new model has been developed for this study. The current study focuses on all the three dimensions of reading engagement, and it considers and incorporates the three engagement dimensions (cognitive, motivational and behavioral), and uses another improved model for developing second language reading skills at secondary school level. Accordingly, a new reading engagement

model that includes the variables and shows the interaction among these variables was developed and presented in the following figure.

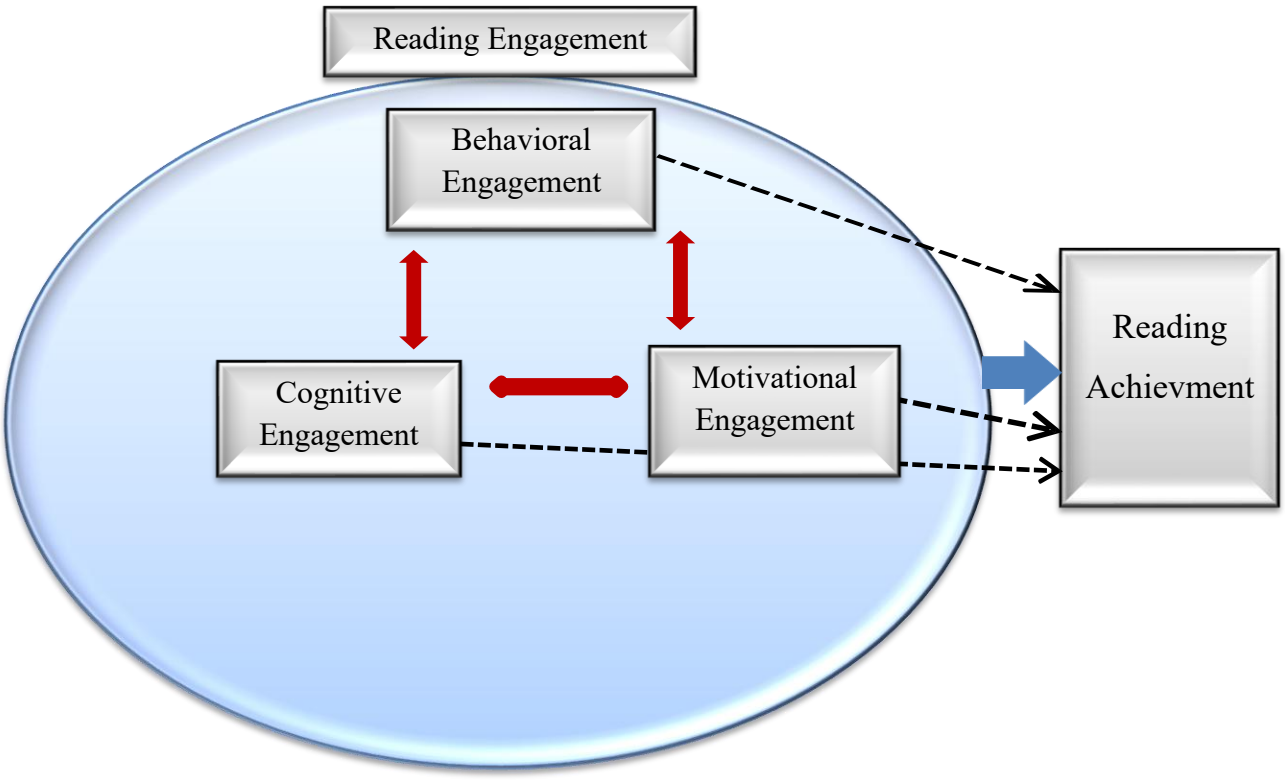

***Figure 3**: A Conceptual Model Showing the Relationship between Reading Engagement (Aspects) and Reading Achievement*

As it can be understood from the conceptual model (Fig. 3), reading engagement as a whole influences the reading achievement of secondary school students at a classroom setting. In the literature review section, it has been well established that learners' reading engagement is associated to and predicts reading achievement. It is also well discussed in empirical research that each dimension of the reading engagement is related to reading achievement. Hence, this model was developed based on various theoretical assumptions in the literature.

Regarding the representations of the variables in the model, the arrow outside the big circle (to the right side) demonstrates the overall association between reading engagement and reading achievement in EFL reading lessons. Each of the three dimensions of reading engagement (cognitive, motivational and behavioral) is also related to students' reading achievement. In line with this, the broken lines on the model (directing to reading achievement) indicate that each

aspect of reading engagement is related to or influences students' reading achievemen while they are engaging in a reading process.

The red, short arrows indicating to each dimension of reading engagement imply that the three dimensions relate to or influence each other. The associations between the three dimensions are highlighted; the interaction of the three aspects finally makes up reading engagement. When students are motivated to read, they apply many cognitive strategies that can help them comprehend texts. As regards Rogat and Blumenfeld (2006, p.476) "motivation sets a stage for cognitive engagement. Motivation leads to achievement by increasing the quality of cognitive engagement. Content understanding and skill capabilities are enhanced when students are committed to building knowledge and employing deeper learning strategies."

Equally important, students' reading behaviors or habits contribute to the reading process. When they read texts frequently, they get motivated to read, and increase their strategy use for understanding. In line with this, behavioral engagement is proved to critically contribute to positive results like reading comprehension, as behaviorally engaged learners are highly motivated to read, exert more effort into the reading task, and know how to make meaning from text (Fredricks & Mc Colskey, 2012). Besides, students who are with high levels of behavioral engagement are likely to be effortful and persistent, and actively involved in learning (Guthrie et al., 2012). The new model assumes the role of English teacher at a classroom setting; the association between reading engagement (aspects) and reading achievement is dependent on the the effort the teacher makes to engage the students. The model incorporates the multidimentioal nature or aspects of the reading process as opposed to other models that focus on cognitive aspects of reading. Hence, Ethiopian secondary school English teachers can implement this reading engagement development model to enhance students' reading engagement and then their reading achievement in reading classes.

CHAPTER THREE: RESEARCH METHODOLOGY

3. Introduction

The research investigates the reading engagement of secondary school students in EFL reading classes. This chapter discusses an outline of the research methodology that has been employed in the research. It highlights the methodology of the research by explaining the paradigm, the design, the setting, the participants, sample size and sampling techniques, data collection tools, data collection procedures, data analysis techniques, validity and reliability as well as ethical considerations of the study.

3.1 The Philosophical Worldview of the Study

Pragmatism was employed as a philosophical worldview for this study. "Pragmatism as a worldview arises from actions, situations and consequences rather than antecedent conditions" (Creswell, 2009, p.10). Maarouf (2019) contends that pragmatism as a research paradigm arises from ontological, epistemological, and axiological standpoints. Maarouf further explains that from the ontological stance, pragmatism requires the need to understand the subjective and objective nature of reality. The epistemological stance encourages researchers to utilize a research approach based on their understanding of reality and in line with their research objectives, and as such researchers shift from a quantitative approach to a qualitative one to interpret the observable and unobservable reality. As per the perspectives of the axiological stance, researchers approach the investigation process with preconceived understanding and judgment, hence it is impossible to avoid researchers' bias completely in the process; nevertheless, researchers' prior beliefs, ideas and experience can enhance the necessary data to discover the reality, and hence they should not necessarily be considered as an obstacle (Maarouf, 2019).

Pragmatism has been adopted for this research due to some basic reasons, which are also advocated by Creswell (2009). Firstly, pragmatism does not stick to a singular philosophical conception of reality. The principle is applicable to mixed methods research, as researchers freely integrate both qualitative and quantitative assumptions in their investigations. In this study, both quantitative and qualitative assumptions are involved and integrated, and thus, pragmatism was utilized as a paradigm. Furthermore, individual researchers have the freedom to

select the methods, techniques, and procedures that most effectively meet their unique requirements and goals. Pragmatists, in the third instance, perceive the world as devoid of a singular, absolute unity. Researchers employing mixed methods utilize diverse approaches for data collection and analysis, rather than adhering to a singular approach, such as quantitative or qualitative methods. What is more, the concept of truth is defined by its practical effectiveness at a given moment, rather than being rooted in a dichotomy between an external reality and one that exists solely within the mind. Hence, in this mixed-methods research, the researcher employed both quantitative and qualitative data to achieve the best understanding of the research problem on the topic of reading engagement. Reading engagement is a multilevel construct that needs both quantitative and qualitative data to be studied, and both types of data were involved in the study. Accordingly, as the current study applied a mixed-methods research design, pragmatic paradigm would be an appropriate worldview for this type of research.

3.2 Design of the Study

This study utilized a mixed methods research design that uses both the quantitative and the qualitative data concurrently. Mixed methods research encompasses "mix[ing] or combin[ing] quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study" (Johnson & Onwuegbuzie, 2004, cited in Gay et al., 2010, p.481). Likewise, Creswell (2014) states that mixed methods involve the combination of qualitative and quantitative research approaches and data within a single research study. As Gay et al. (2010) describe, the objective of mixed methods research is to improve the collaboration and integration of quantitative and qualitative research methods, thus enabling a more thorough comprehension of a phenomenon than what could be achieved by employing either method independently.

Thus, a concurrent combination of the quantitative and qualitative methods design was employed as the theme of this research, reading engagement, is a multilevel construct that needs a thorough understanding through quantitative and qualitative data. Dornyei (2007) confirms that concurrent design is highly convenient for examining phenomena that operate on multiple levels. To take the strengths of both methodologies, this study employed the concurrent triangulation design as outlined by Creswell (2010). Mixed methods research design is fundamentally associated with the principle of data triangulation. Initial views about the value of multiple methods, referred to mixed methods, resided in the assumption that all methods had bias as well as weaknesses, and

the combination of quantitative and qualitative data counterbalanced the drawbacks of each type of data (Jick,1979, cited in Creswell, 2014). Then, triangulating information sources, a method for in search of convergence across both methods, came in to existence. Subsequently, the triangulation of data sources led to the development of a method aimed at achieving convergence between qualitative and quantitative approaches.

The current study employed a mixed methods design, specifically the QUAN–QUAL model, which is also referred to as the triangulation mixed methods design. The model emphasizes that quantitative and qualitative data are not collected in separate studies or phases; instead, they are given equal importance and gathered simultaneously within the same research (Gay et al., 2010). A primary strength of this method lies in the ability of qualitative data, such as contextual information, to compensate for the limitations of quantitative data, including issues related to ecological validity. Conversely, the advantages of quantitative data, such as its generalizability, serve to mitigate the shortcomings of qualitative data, particularly its dependence on context.

The fully integrated QUAN–QUAL approach represents the most demanding form of mixed methods research, as it necessitates that the researcher assign equal value to both concurrently gathered quantitative and qualitative data. Furthermore, the researcher must critically evaluate the outcomes of both the quantitative and qualitative analyses to ascertain whether the sources yield similar findings (Gay et al., 2010). Beglar and Murray (2009) clarify that the triangulation design, which is the most prevalent mixed-methods design, is employed when researchers aim to directly compare and contrast quantitative and qualitative findings or to enhance the quantitative results through qualitative methods. As the authors further contend, statistical analyses can reveal a reliable difference between two groups; however, the underlying reasons for this difference are often more effectively uncovered through interviews with a carefully chosen sample of individuals from each group.

While the preceding explanations deal with the rationale and benefits of using mixed methods research design, there are some challenges to using it. As per Gay et al. (2010), mixed methods demand a comprehensive understanding of both quantitative and qualitative study. Hence, researchers who commence a mixed methods study should have the substantial time and resources required to implement such a comprehensive approach to research. Having in mind all

the above concepts, the QUAN-QUAL or triangulation design has been employed for the present study which focuses on reading engagement- a multi-dimensional and complex construct.

3.3 The Setting of the Study

The study was conducted in the North Shewa zone, specifically in Debreberhan town, located 130 kilometers north of Addis Ababa. The setting was preferred because the researcher is a staff member in a nearby institution-Debreberhan University, and he has some acquaintance with the context of the study. Basically, it became a matter of feasibility to choose the research site where the researcher could easily keep in touch with his participants, to contact them regularly for clarifications of doubts and validation of their ideas. The study was conducted in one general secondary school. Hence, Basso General Secondary School was selected purposively. This school, which is located in Debreberhan town, was established in 2008 when it started its duty with only first-cycle secondary school, grade 9 students. After 8 years, it launched the second cycle secondary school program (preparatory program) in 2016. At present, the school serves students attending grade 9 to12 whose number is estimated to be around 2500.

3.4 Participants of the Study

The present research engaged 230 grade 9 students and their English language teachers at Basso General Secondary School, situated in Debreberhan town, within the North Shewa Zone. A group of student participants was chosen from a total of around 850 students enrolled at the school for the 2021/22 academic year. Five English language teachers were also taken through convenience sampling techniques to participate in the interview and classroom observation. Grade 9 was selected among other grade levels of secondary school as grade 9 is an important grade level for it is at the early stage for identifying potential challenges and for intervention in the secondary and tertiary level language instruction.

3.5 Sample Size and Sampling Techniques

3.5.1 The Selection of Students and Teachers

For this research, only grade 9 students were selected because the primary objective of the study was to examine the reading engagement of grade 9 students, who are in the transitional period, from grade 8 to grade 9 (change in language of instruction from Amharic to English). Moreover,

it seems less feasible to include all grade levels in one study due to manageability problems. Thus, grade 9 students were participants in this study along with their English language teachers. In the 2021/22 academic year, there were 16 sections of grade 9 students at Basso General Secondary School, each section having 53 students on average. Out of a total of 850 students, around 29% (245 students) were selected from the population using a simple random sampling technique. In this approach, the researcher chooses participants (or units, such as educational institutions) in such a manner that ensures every individual has an equal opportunity to be part of the sample (Creswell, 2012). Creswell (2012) confirms that the objective of this technique is to select individuals for sampling who will accurately represent the specified population. Specifically, the lottery technique was used to choose the students.

Finally, the selected students were taken for the study, particularly, for students' reading engagement questionnaire and the reading achievement test. Among 245 students, 238 of them completed the questionnaires; nevertheless, 230 questionnaire papers were considered valid and used for data analysis. Seven questionnaires were found to be incomplete and were left out the analysis. 238 students also took reading achievement tests, and finally 230 were valid for the data analysis. For the interview data, 8(6 valid) students were selected among the 230 students. Out of the 16 sections of grade 9 in the school, 3 sections were also nominated for classroom observation via convenience sampling technique.

There were 7 EFL teachers assigned for grade 9 and grade 10 students at Basso General Secondary School at the beginning of the second semester in 2022. Five of them were teaching grade 9 students. Hence, the five English teachers were selected via an available sampling technique by which "the researcher selects participants because they are willing and available to be studied [to participate] " (Creswell, 2012, p.145). The teachers were selected based on availability as they were limited in number. They participated in the teachers' interviews to give information for the qualitative data. Three of the teachers were also selected voluntarily for classroom observation.

3.6 Data Collection Instruments

Various instruments were employed in the research to examine the results through triangulation and to enhance the credibility of the findings. Accordingly, students' reading engagement

questionnaires, students' interviews, teachers' interviews, classroom observation and achievement test of reading were used to collect relevant data. The data were collected concurrently using these tools. Each of the instruments is discussed and justified in detail here.

3.6.1 Students' Reading Engagement Questionnaires

Three student questionnaires were utilized to collect the quantitative data: Survey of Reading Strategies, Motivations for Reading Questionnaire and Reading Behavior Questionnaire. These quantitative self-report scales in the literature represent the three major domains of reading engagement i.e., cognitive, motivational and behavioral, and were administered in combination as a single questionnaire. The scales measure students' current perceived reading engagement while they read different texts in English. Each student rates each item on how much he/she is an engaged reader when one reads texts.

Reading engagement questionnaires were used as "questionnaires allow the researcher to collect large amounts of data in a relatively short amount of time" (Gay et al., 2010, p.388). Structured or closed-ended items facilitate a more straightforward response process for participants, while also simplifying scoring and analysis for researchers. In this study, the data gathered through the surveys were used to correlate the students' perceived reading engagement with that of their reading achievement test scores. The next section is devoted to discussing each survey in detail.

3.6.1.1 Survey of Reading Strategies (SORS)

A survey of reading strategies (SORS), developed and validated by Reichard and Mokhtari (2002), was employed to assess the cognitive engagement (reading strategies) of the participants. This tool was designed to evaluate the native English language learners' awareness of reading strategy use. However, it primarily assesses the kinds and frequencies of reading strategies employed by ESL adolescents and adult learners while engaging with English academic texts, including textbooks and journal articles. The 30-item survey was originally validated and its internal consistency reliability coefficient ranged from 0.89 to 0.93 (Solak & Atlay, 2014). The survey was developed to assist students in enhancing their metacognitive consciousness and the application of strategies during their reading activities.

Consisting of 30 items, the survey assesses three categories of reading strategies: global strategies, which include 13 items; problem-solving strategies, comprising 8 items; and support strategies, featuring 9 items (Reichard & Mokhtari, 2002). Global reading strategies often referred to as metacognitive strategies, comprised 13 items and represented a group of reading techniques aimed at the overall analysis of the text. Conversely, problem-solving reading strategies included 8 items that focus on the methods employed to solve challenges encountered when a text becomes difficult to comprehend. Thirdly, support reading strategies, comprised 9 items and mainly focused on the utilization of external reference materials, note-taking, and various practical techniques which are classified as functional or supportive strategies.

The survey of reading strategies has been modified and utilized for this study due to its accessibility and its established validity and reliability as a measurement instrument. Besides, it has been employed by other ESL researchers like Solak and Atlay (2014) and Chen and Chen (2014). What is more, it was originally developed to specifically measure students' reading skills as opposed to other tools that measure general language strategy (e. g. Oxford, 1990; O'Malley & Chamot, 1991).

This survey was adapted to suit the Ethiopian context and was translated into Amharic language for clarity and convenience during administration. The evaluation of the items is conducted using a five-point Likert-type scale, whith these options: strongly agree (5), agree (4), uncertain (3), disagree (2), and strongly disagree (1). Completing the questionnaire required an estimated time of 10 to 15 minutes. The survey requires an estimated completion time of 10 to 15 minutes. The results obtained from the survey reflect the frequency with which respondents utilize strategies, both overall and within each specific category. Pilot study was carried out with 120 students in another school, with similar context, grade level, and age to consider the validity and reliability of the survey. Results indicated that the survey was valid and reliable to be utilized in the main study. The current researcher has also checked its internal consistency reliability, and he found the alpha coefficient to be 0.852.

3.6.1.2 Motivations for Reading Questionnaire (MRQ)

The Motivations for Reading Questionnaire is a questionnaire measure of students' reading motivations, which consists of 11 aspects. The instrument was developed to assess eleven

potential aspects of reading motivations, encompassing reading efficacy, various intrinsic and numerous extrinsic motivations for reading, social factors related to reading, and the inclination to avoid reading (Wilde et al., 1996). It has passed through rigorous validation stages by different authors, and it has many versions. Among them, Wigfield and Guthrie (1995) developed the first MRQ to measure 11 reading motivation aspects. This original scale was 82 items long, and the improved version of the MRQ has 53 items (Wigfield & Guthrie, 1997). Wigfield et al. (1996) have also developed and validated this tool with 54 questions.

Another version of the MRQ, as developed and validated by Metsala et al. (1999), identified that out of the initial 11 dimensions, 8 constructs were deemed vigorous and most effectively represented reading motivation, and were utilized by earlier researchers. Consequently, they were employed in this study as the underlying elements of reading motivation. This study employed a condensed version of the MRQ, which includes self-efficacy, intrinsic motivation (consisting of curiosity, involvement, and challenge), two elements of extrinsic motivation (recognition and competition), social motivation and reading avoidance.

Tonks et al. (2018) confirmed that the MRQ can be used by teachers and reading specialists of children in grades 3 to 6 to measure how children are motivated to read. It is also used in middle schools, high schools and even at tertiary levels. The authors explain that the MRQ is a reliable and valid scale to assess learners' reading motivation. Qualities of MRQ include that it correlates to reading behaviors like the number of hours read and frequency of reading; it measures the many aspects of reading motivation and can be administered for a group of population. Due to these strengths of the MRQ, the current researcher adapted and used this tool. It was checked for its internal consistency reliability and its Cronbach alpha was 0.879.

Items within the MRQ are evaluated via a five-point Likert scale, including these ratings: strongly agree (5), agree (4), uncertain (3), disagree (2), and strongly disagree (1). In fact, the original one has four-point Likert-type. However, to suit the scales with those in the other two questionnaires, they were changed in to a 5-point Likert-type scale as they are administered as a single instrument and a five- point Likert scale is believed to address varied scopes of the students' choices. The questionnaire took approximately 12-17 minutes to complete. It was translated into Amharic before it was administered to the students.

3.6.1.3 Reading Behavior Questionnaire (RBQ)

The subcomponent of Boakye's (2012) questionnaire, which is adapted to evaluate students' reading habits, was modified for the purpose of assessing reading behavior in the present study. In her intervention study, Boakye (2012) found that as its reliability was checked, the Cronbach Alpha reliability coefficient was recorded at 0.68 for the pre-intervention questionnaire and 0.67 for the post-intervention questionnaire, with both values nearing the benchmark of 0.7. The current researcher adapted the questionnaire and conducted a pilot study among grade 9 students of another school to check the validity and reliability of the questions in the Ethiopian context by improving some of the items and by adding other few items deemed necessary. He conducted the pilot study with the set of the three surveys. Collectively, the composite reading engagement questionnaire was determined to be a valid and reliable instrument for the main research.

The reading behavior survey comprises 20 questions that examine students' reading habits, encompassing both academic and non-academic texts. The items concerning reading habits focus on the types of texts that students engage with and the frequency of their reading activities at present. 12 items pertain to academic texts, while 8 items are related to non-academic texts. Similar to the other two questionnaires, this particular survey was translated into the students' native language, Amharic, for the purpose of administration. The reliability and validity were also checked, and it was found to be effective. As checked by the current researcher, its internal consistency reliability coefficient was 0.796. The internal consistency of the reading engagement questionnaire was evaluated, yielding a Cronbach's alpha coefficient of 0.92. According to Devellis (2003, cited in Pallant, 2010), a scale is considered reliable when the Cronbach's alpha exceeds 0.7. Ultimately, the reading engagement questionnaire, which comprises 88 items, was administered to the students in conjunction with the three previously mentioned questionnaires. Finally, the reading engagement questionnaire consisting of 88 items was administered to the students.

3.6.2 Students' Interviews

Semi-structured interviews were conducted with 6 (3 male and 3 female) students selected from the 3 observed sections and the other 3 additional sections of grade 9 students by the teachers. Sem-istructured type of interview was selected for the interview questions were both close ended and openended types. The objective was to collect detailed qualitative information on the

students' actual reading engagement during reading lessons by gathering data on issues like the students' reading strategy, reading motivation, reading behaviors and reasons that influence their reading engagement. An interview protocol with key interview questions was organized based on the three domains of reading engagement (cognitive, motivational and behavioral). It was organized and conducted in Amharic language so that the participants could easily understand the message and report their engaged reading. Interview with each participant student was audio recorded during the interview sessions. After the interviews were transcribed in Amharic, they were translated into English for reporting purposes. For ease of the data analysis, student interviewees were coded from S1 through S6.

Fredricks and McCloskey (2011, p.50) state that "One of the advantages of the interview method is that it can provide insight into the reasons for different levels of engagement" to facilitate an understanding of the reasons behind the engagement of certain students while others start to disengage from educational activities. The data from student interviews can also help to crosscheck the findings from quantitative tools.

3.6.3 Teachers' Interviews

Semi-structured interviews were conducted with five English language teachers in grade 9 at Basso General Secondary School, comprising four males and one female. The interview with teachers was intended to gather qualitative data about the students' reading engagement, specifically students' reading strategy use, motivation to read, reading behaviors and reasons influencing students' reading engagement in reading lessons. Teachers' interview data was used to triangulate findings from students' interviews and students' questionnaires. The teachers' interview was not expected to produce as much data as the students' interview for engagement is more of a personal phenomenon that mainly concerns the students. However, teachers can also observe and report some observable student behaviors and activities in their EFL reading classes. In addition, they can suggest ideas about the factors that impact students' reading engagement during reading lessons. The teachers' interviews were conducted in English language by the researcher himself.

3.6.4 Classroom Observation

For the qualitative data, unstructured classroom observation was conducted on 3 sections of grade 9 students. The purpose was to get information on the students' overall reading engagement i.e. how students are practically engaged while reading texts during reading instruction. Some observable student behaviors and implied cognitive and motivational processes were captured. Classroom observation, in which the researcher acted as a non-participant observer, has not a special content or format for observing. The observation was implemented in alignment with the three primary components of reading engagement: strategy, motivation, and behavior, along with associated concepts. Each section was observed three times, with each session lasting between 30 to 40 minutes.

Observations can give information on students' observable reading behaviors like participation, time on task in reading and interactions made between the teacher and the students, and among the students themselves. About this, "the prime advantage of using observation techniques to study [reading] engagement is that they can provide detailed and descriptive accounts of the contextual factors occurring with higher or lower engagement levels" (Fredricks & Mc Colskey, 2012, p.5). These authors further note that observation methods can serve as a means to validate the information gathered through surveys and interviews regarding students' engagement. However, the primary drawbacks of these observational techniques include their labor-intensive nature and the fact that they typically encompass only a limited number of students and contexts. This limitation prompts concerns regarding the generalizability of the findings to broader settings. The reason seems that reading engagement is mainly an individual activity in its nature. Most of the observational methods measuring engagement are individual-level tools by which an evaluator looks at the student and rates his /her engagement. In this research, classroom-level observation was utilized, encompassing all students and documenting every activity that took place during reading lessons. The aim is to gather information that may not be obtainable through other methods.

3.6.5 Reading Achievement Test

Reading achievement test was administered to all the selected students to assess their general reading comprehension achievement. The average scores from the test were analyzed with

respect to the outcomes of the reading engagement questionnaire to assess the relationship between various aspects of reading engagement and reading achievement. Students' reading comprehension was assessed by adapting a reading comprehension test designed and used by Abiy (2005) for his PhD research thesis. Abiy's (2005) reading test has two sets of tests (each set having three tests): the pre- mediation and the post-mediation reading tests. The tests were organized to check students' tendencies and reading ability, and to test whether students could improve their reading performance because of teacher mediation. The current researcher also found the tests appropriate for the purpose of this study, and he adopted the tests.

For the current study, the first set of tests (the pre-mediation one) was adopted. Although the original two sets of tests were equivalent in content, length and level of difficulty, it is believed that the subject matters in the first sets of tests are even more familiar to the level of grade 9 students. Thus, they were chosen for the present research. The set of tests was chosen and adapted for this study as it was originally prepared for learners who were attending education in a similar context (Amhara Region, Ethiopia) and similar grade level, grade 9. They have also passed through rigorous process of development and validation, and ways to check reliability by the original researcher. The reading materials utilized in Abiy's (2005) reading tests were suitable for ninth-grade students regarding content, length, and difficulty level, as evidenced by the reading passages found in their textbooks. The current researcher has also gone through the present English textbook with 12 chapters, especially reading skill sections, and he has made a slight analysis of the tests and final exams prepared by high school teachers. He found Abiy's (2005) tests to be congruent to the ones teachers prepare at high schools to assess their students.

The questions developed were purposefully classified into two categories: those that necessitate a literal understanding and those that demand a deeper interpretation, encompassing analysis, synthesis, evaluation, and appreciation, while also connecting to the students' existing knowledge. The comprehension assessment includes nonfiction or informational texts from diverse subject areas, where students respond to true/false statements, multiple-choice questions, matching items, and fill-in-the-blank tasks.

3.7 Data Collection Procedures

The data was gathered from early February until early May of 2022. Upon receiving a letter of recommendation from the Department of Foreign Languages and Literature (DFLL) at Addis Ababa University, the researcher went to Basso General Secondary School to seek permission from the school administration for the study. After he had got the permission from the schools' principal, he started the data collection process, the first task being the selecting the participants. When collecting data for the research, an attempt was made to to prioritize accuracy, reliability, and ethical considerations to ensure the quaklity of the data.

First, unstructured classroom observations were conducted on three sections of grade 9 students in their EFL reading lessons. The objective of the observations was to obtain qualitative data on the students' overall reading engagement i.e. students' observable reading behaviors and practices as well as some implied aspects of mental and emotional reading activities. They were also intended to evaluate whether the practices students and teachers reported in the surveys and interviews occur in their reading classes. The researcher video-recorded each classroom during reading lessons and took some field notes (when possible). Of course, an assistant data collector took field notes for the first three sessions. However, he could not continue because the English teachers' schedules for the classroom observations were postponed again and again.

Next, students' reading engagement surveys were administered to the students within four learning classrooms in the school. The questionnaires were translated into Amharic, ensuring that all the participants were homogeneous i.e. Amharic-mother tongue speakers. Then, orientation was given to the students before the onset of the administration, mainly about the purpose of the survey and how to rate it as well as the precautions taken when they fill it. 238 students completed the surveys with the help of the researcher and the trained data collectors (teachers) for 7 students were absent on the date of the administration. 8 of the questionnaires were also found to be invalid because a few of them returned papers with incomplete pages and with incomplete answers. Thus, 230 students were considered as valid participants for the analysis process. The questionnaires were administered after the data collection process of the classroom observation had been completed for fear that students might pretend unreal behaviors during classroom observation based on the ideas stated in the questionnaire or for social desirability.

Then, unstructured interviews were conducted with 6 (six) grade 9 students by the researcher to gather detailed information on their overall reading engagement during reading instruction. Data was mainly collected on students' reading strategies, reading motivations, reading behaviors and reasons influencing their reading engagement while reading texts in English. Interviews were carried out in the Amharic language in the school compound with an arrangement when every student had free periods.

Afterward, reading achievement tests were administered by the researcher and the data collectors (teachers) to 238 grade 9 students (who participated in the survey) to assess their reading comprehension ability. The administration process lasted for about 75 minutes, and in the middle of the process, the students took a break of 7 minutes on their benches. 8 students were excluded for there were incomplete pages from their test papers. Then, the valid test papers were marked and made ready for SPSS analysis. Thus, 230 students were valid for analysis purpose. Then, the test mean scores were linked with the survey mean scores for correlation and regression analyses.

Finally, interviews were conducted with 5 (five) grade 9 EFL teachers to get data about students' reading engagement, specifically on students' reading strategies, reading motivations, the kinds of materials the students read and reasons influencing students' reading engagement. The researcher himself has conducted the teacher interviews in the school compound with schedules.

3.8 Data Analysis Techniques

Data analysis in mixed methods research involves the analysis of quantitative data through quantitative techniques, while qualitative data is analyzed using qualitative methods (Creswell & Plano Clark, 2007). As the data for the present study was composed of quantitative as well as qualitative nature, both data analysis techniques were employed accordingly. The quantitative data were gathered through questionnaires and reading achievement test. After the data were gathered, they were scored, screened and checked for their completeness and appropriateness for SPSS analyses process. They were also evaluated interms of different assumptions like linearity, normality, homoscedasticity and multicollinearity via SPSS (Version 25) program. Basically, normality tests of P-P plot and Q-Q plot were performed, and the results revealed that there was normal distribution of the scores from surveys (Refer Appendices I1, I2 and I3). The quantitative data were also found to be appropriate for correlation and regression analysises. Then, the data were analyzed quantitatively using SPSS (Version, 25) program. Then, correlation and

regression analyses were performed. Correlation analysis was done to see if the students' reading engagement domains were associated to their reading achievement. Moreover, multiple regression analysis, which can tell us how well a set of variables is able to predict a particular outcome (Pallant, 2010) was calculated. The quantitative data were presented using tables and numbers to show different statistics or values.

Qualitative data obtained from interviews and classroom observations were analyzed using qualitative data analysis techniques through description. To analyze students' interview data, firstly, the audio-recorded interviews were transcribed in Amharic language, and then they were translated in to English language for reporting purpose. Likewise, teachers' interviews were transcribed verbatim in English language. Then, the students' and teachers' responses to the respective key questions were reported narratively by using broad themes and quotations. Analysis of these data involved reading, re- reading, categorizing and reporting the data by themes; the three engagement domains and their subcategories were used for reporting the data. The video recorded classroom observation data were transcribed, organized and analyzed by main themes to triangulate findings from other tools. The video-recorded data were supplemented with some field notes when it was necessary. Various instances of classroom observations were presented to show the actual activities that students accomplished during reading lessons.

3.9 Validity and Reliability of the Tools

One of the most significant indicators of a study's quality is the assessment of the validity and reliability of the tools used (Pallant, 2010). Following the completion of the pilot study, adjustments were implemented on the data gathering instruments for the main study, and pretesting was conducted where appropriate. The subsequent section addresses the validity and reliability of the tools employed in the research.

3.9.1 Validity and Reliability of the Reading Achievement Test

The adapted reading test has undergone extensive validation and reliability assessments (Abiy, 2005); however, its validity was specifically evaluated within the context of the present study. To assess the reliability of the test, the equivalent forms of reliability method was utilized, comparing the participants' scores from pre-mediation tests with their post-mediation tests

conducted in a different equivalent school. The calculated reliability coefficient for the tests was determined to be greater than 0.77, exceeding the established benchmark of 0.70.

The reading test was evaluated for content and face validity by two experienced lecturers: one from the profession of Teaching English as a Foreign Language (TEFL) and the other from psychology, both of them working at Debreberhan University. Additionally, two experienced high school English language teachers provided their feedback on the test. Among the criteria for evaluating the test were clarity of the directions, appropriateness of items to test reading skills, inclusion of various comprehension skills and its level of difficulty. The instructors suggested that the reading test is longer to better align with the proficiency level of grade 9 students, expressing concern that the students might become bored during the testing process. Furthermore, they indicated that some of the questions were somewhat challenging. The high school teachers also commented that the test consisted of a large number of items (72), as students typically encounter fewer reading comprehension questions in combination with other language-related items. Accordingly, the required adjustments including some typographical errors were implemented in the test.

The researcher gave orientation to the students prior to the administration of the test, emphasizing that the length of the questions is not a significant problem. This reassurance was intended to help students focus on answering questions of a similar nature, and they were informed that breaks would be allowed during the test and a 7 minutes break was given. Because two questions were found to be too difficult to understand and decide answers, they were deleted as per the comments and the researcher's judgement. All the comments from the experts and the researcher's observations were considered before the tests were administered. Finally, it was administered to the participant students of Basso General Secondary School.

3.9.2 Validity and Reliability of the Reading Engagement Questionnaires

The validity and reliability of the reading engagement questionnaires were assessed as well. To evaluate the validity of the overall reading engagement questionnaire, it was distributed to two senior ELT PhD candidates of Addis Ababa University to examine its readability, suitability for the intended level, and other relevant factors. After the PhD candidates evaluated the questionnaire, they gave crucial comments. Based on the comments, two items dealing with the

motivations for reading questionnaire were deleted as they were a little bite unrelated to the students' learning context. Two items from the reading behavior questionnaire were also changed by other items as they are not practical in the Ethiopian context. The questionnaires were translated in to Amharic language by the researcher and two ELT PhD candidates to make the meanings in English and Amharic equivalent. By consolidating three versions of translation in to one, the questionnaires were ready for administration.

The reliability of the three subscales is presented separately as follows. The Survey of Reading Strategies (SORS), validated by Reichard and Mokhtari (2002), underwent validation, and the internal consistency reliability coefficient ranged between 0.89 and 0.93, exceeding the minimum threshold of 0.70. Upon evaluating its internal consistency reliability, the current researcher determined the alpha coefficient to be 0.852. Motivations for Reading Questionnaire (MRQ), which assesses the students' reading motivation, was created and validated by Matsela, Wigfield, and McCann (1999). Besides, for this study, it was checked for its internal consistency reliability and was found to be 0.879 alpha coefficients. Regarding the Reeading Behavior Questionnaire (RBQ), its internal consistency reliability was checked by Boakye (2012) who indicates that the Cronbach Alpha for the pre-intervention survey was 0.68, while the post-intervention survey recorded a value of 0.67, with both figures nearing 0.70. The current researcher has also checked the reliability of the survey, and has found the Cronbach's alpha coefficient to be 0.796 which is reliable.

3.9.3 Validity of the Interview Questions

Interview questions for both the students and teachers were designed carefully in order to make them in line with the research questions and the available literature review. Moreover, the questions were crosschecked with reviewed questions of previous researchers like Protacio (2013) who conducted research on ELLs reading engagement. After the interview questions had been designed, reread, and improved by the researcher, they were circulated to the researchers' advisor and two ELT PhD students at Addis Ababa University for comment.

The PhD candidates read the questions and commented some technical issues such as redundancy of ideas in different questions, appropriateness of language, clarity of directions and number of items. Finally, the researcher's advisor suggested that questions for the students' interviews were

too many and a few items for the teachers do not concern them. Forinstance, students' conceptual understanding. After the necessary comments were carefully considered, interviews were conducted with both the students and the teachers. Once the recorded interviews were transcribed, the transcripts were provided to the interviewees to verify the accuracy of the information. Then, all the respondents confirmed their agreement with the transcriptions.

3.10 Ethical Considerations

The research was conducted in a sense that it respected ethical principles to be considered in undertaking a research. As Gay et al, (2010) contend, it is imperative for every researcher to recognize and address the ethical implications associated with their research endeavors. Furthermore, researchers should prioritize the welfare of study participants over any personal or professional motivations to conduct a study. Thus, every participants, a teacher or a student, has participated with his/ her consent. A due effort had also been made to make the participants feel motivationally safe before they participated. Moreover, "Research studies are built on trust between the researcher and the participants, and researchers have a responsibility to behave in a trustworthy manner, just as they expect participants to behave in the same manner" (Gay et al, 2010, p.19). For these authors, the two fundamental rules of ethics dictate that participants must not experience any form of harm, whether physical, mental, or social, and that researchers are required to secure the informed consent of the participants. In this sense, the researcher would like to assure that he was abided by the codes of ethical conduct of research with regard to each bit of data collected for the research purpose. The procedures below were accomplished to ensure ethical considerations of the study.

The onset of data collection process came to the reality after the Department of Foreign Languages and Literature (DFLL) had written a formal letter of consent to the school's administration. Following the approval of the school administration (the director), the participants were subsequently requested to provide their consent to take part in the study accordingly. The overarching purposes of the research were first conveyed to the teachers. Subsequently, the objectives of the study, the methods of participation, the potential implications of taking part, the voluntary aspect of participation, and the right to withdraw at any time were clarified to the students. In addition, the participants' privacy, anonymity and confidentiality were protected at various stages of data collection process. The participants' privacy and

anonymity were protected by means of pseudo names and codes in the process of collecting and analyzing the data. Confidentiality was also secured by not sharing the participants' data with their fellow participants or other individuals outside the study.

3.11 Procedures and Preliminary Findings of the Pilot Study

Essential parts of the pilot study are summarized and presented in this section to give an insight in to the nature of the pilot study and the procedures followed in it. Similar procedures were used in the pilot study to that of the main study in which some improvements were made. The primary goal of conducting the pilot study was to determine the feasibility and adequacy of the data collection tools that are employed in the main study. Additionally, it aimed to familiarize the researcher with the data collection tools and data analysis techniques for the main study.

3.11.1 Objectives of the Study

3.11.1.1 General Objective

The general objective of the pilot study was to investigate students' reading engagement in grade 9 EFL classrooms at North Shewa Zone.

3.11.1.2 Specific Objectives

Specifically, the pilot study aim to:

1. determine if there is a relationship between students' reading engagement and their reading achievement;
2. examine if the three aspects of reading engagement together predict students' reading achievement;
3. find out the students' reading strategy use when they read texts in English;
4. investigate students' reading motivation;
5. explore students' reading behaviors;
6. describe the roles of the English teachers in engaging students in reading activities;
7. identify the major reasons affecting EFL students' reading engagement.

3.11.2 Research Questions

Based on the specific objectives, the research questions under here were set:

1. Is there a relationship between students' reading engagement and their reading achievement?
2. Do the three reading engagement domains predict students' reading achievement?
3. How frequently do the students use reading strategies when they read texts in English?
4. To how much extent are the students motivated readers in reading classes?
5. What types of texts (academic or nonacademic) do the students mostly read?
6. What are the roles of English teachers in engaging students in reading activities?
7. What are the major reasons affecting EFL students' reading engagement in reading classes?

3.11.3 Scope of the Study

The pilot study was conducted in another general secondary school in the same town, Debre Berhan town. The main objective of the pilot study was to on examine students' reading engagement in EFL classrooms: investigating the students' reading engagement in terms of the three major dimensions i.e. behavioral, cognitive and motivational as well as determining the association between students' reading engagement and their reading achievement. It also identified the reasons that influence students' reading engagement in English reading classes. Besides, it described the roles of English language teachers in engaging students in reading activities. The study was delimited to the context of Ethiopia, North Shewa zone, Debreberhan town. The population of the study was restricted to grade 9 students at DebreEba General Secondary school.

3.11.4 Research Methodology

This section presents a summary of the research methodology employed in the pilot study. It deals with issues like the design of the study, the methods of the study, the setting of the study, the sample size and sampling techniques, data collection tools, procedures of data collection, data analysis techniques and ethical concerns.

3. 11. 4.1 Design of the (Pilot) Study

The pilot study utilized a mixed methods research design. A concurrent integration of the quantitative and qualitative methods design was utilized for the theme of this research, reading engagement, is a complex and multidimensional concept that needs a thorough understanding

involving quantitative as well as qualitative data. Both quantitative and qualitative data were collected from the participants, and to do this a mixed methods research design (concurrent one) was employed. Dornyei (2007) stresses that concurrent design is highly favorable for examining phenomena those operate on multiple levels. Therefore, to leverage the strengths of both methods, the concurrent triangulation design was employed (Creswell, 2010).

Mixed methods research includes "mix[ing] or combin[ing] quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study" (Johnson & Onwuegbuzie, 2004; Gay, Mills & Airasian, 2010, p.481). A mixed methods design, specifically, the QUAN-QUAL model, which is also called the triangulation mixed methods design, was used. In this model, "quantitative and qualitative data are equally weighted, and are collected concurrently throughout the same study; the data are not collected in separate studies or distinct phases" (Gay et al., 2010, p. 486).

3.11.4.2 The Setting of the Study

The location for the pilot study was Debreberhan town, situated in the North Shewa zone, 130 kilometers north of Addis Ababa. The study was conducted in DebreEba General Secondary School. This setting was preferred for the researcher believed that the participants are homogeneous-Amharic mother tongue speakers, and this would help him to have one type of survey and students interview in Amharic language. The researcher is also affiliated with Debreberhan University, a nearby institution, and possesses some familiarity with the study's context.

3.11.4.3 Participants of the Study

The study involved grade 9 students from Debre Eba General Secondary School, along with their English language instructors. The participating students were chosen from a total population of approximately 810 students who enrolled in 2021. Grade 9 was favored as it represents a transitional phase from grade 8, introducing a new instructional approach.

3. 11. 4.4 Sample Size and Sampling Techniques

Debre Eba General Secondary School was chosen intentionally for the pilot study. The focus was exclusively on grade 9 students, as the research aimed to investigate the reading engagement of

this particular group, which is currently experiencing a transitional phase in their educational journey. Also it seems less practical to include all grade levels (grades 9-12) in a single study due to manageability challenges.

Out of the total 810 grade 9 students with in 18 sections, 120 students i.e. 16% of them were selected through simple random sampling technique. Then, all the selected students from the 18 sections were taken for reading engagement survey and for the reading achievement test. For the interview, 5 students were selected among the 120 students purposively by their teachers. 3 sections were also selected for classroom observation via purposive sampling technique. 8 EFL teachers were teaching grade 9 and grade 10 students at Debre Eba General Secondary School in 2021. However, two of them were going to be transferred to other schools. Thus, 4 English teachers were selected based on their willingness for interview.

3.11.4.5 Data Collection Instruments

Similar data collection tools were utilized for the pilot study. Hence, students' reading engagement questionnaires, teachers' interview, students' interview, classroom observation and reading achievement test were the data gathering tools each of which is highlighted under here.

3.11.4.5.1 Students' Reading Engagement Questionnaires

Three student questionnaires were utilized together to collect quantitative data: Survey of Reading Strategies (SORS), Motivations for Reading Questionnaire (MRQ) and Reading Behavior Questionnaire (RBQ). These self-report engagement surveys in the literature represent the three domains of reading engagement i.e., cognitive, motivational and behavioral, and were administered as a single questionnaire. They assess students' perceived reading engagement when they read texts. The data gathered through these tools were used to correlate the students' perceived reading engagement with that of their reading achievement test scores.

3.11.4.5.2 Teachers' Interview

Semi-structured interviews were conducted with 4 (3 male and 1 female) grade nine English teachers at Debre Eba General Secondary School. Interviews were intended to gather qualitative data about students' reading engagement, specifically students' reading strategy use, motivations, behaviors, factors influencing students' reading engagement and the teachers' roles

in engaging students in reading lessons. The interview data was used to triangulate data from students' interview and to support findings from quantitative tools. Teachers can observe and report some key observable student behaviors, and they can contribute ideas about what they do in relation to students' reading engagement during reading lessons. The interviews were administered in English language by the researcher himself.

3.11.4.5.3 Students' Interviews

Semi structured interviews were conducted with 5 (3 male and 2 female) purposively selected students by the researcher to gather detailed qualitative data on students' actual reading engagement in the classroom. Semi structured interview was selected as most of the interview questions are open ended a few are close ended. The interviews basically aimed to gather data on the students' reading strategy, reading motivation, reading behaviors, reasons that influence their reading engagement. An interview protocol with key interview questions was organized based on the three domains of reading engagement. It was organized and administered in Amharic language so that the students could easily understand the message and reflect their reading engagement.

3.11.4.5.4 Classroom Observation

For the qualitative part of this study, unstructured classroom observation was made on 3 sections of grade 9 students to gather data on the overall practice of students' reading engagement i.e., how students are practically engaged during reading lessons. There was a plan to observe each section three times. However, it was not conducted three times with each teacher as there was a continuous transition of teachers from one school to another. After conducting one classroom observation with each teacher, the teachers left the school and other teachers were not found to be convenient for the observation. Thus, one classroom observation was conducted with each teacher. Although most of the observational methods measuring reading engagement are individual level tools by which an observer looks at the student and rates one's engagement, in this study observation was used at a classroom level, recording each activity occurring during reading lessons.

3.11.4.5.5 Reading Achievement Test

The students' reading achievement was evaluated by modifying a reading comprehension assessment created by Abiy (2005). These tests were developed to examine students' reading tendencies and abilities, as well as to determine whether teacher mediation could enhance their reading performance. The initial set of assessments (the pre-mediation tests) was utilized. The test was chosen for the pilot study due to its alignment with the educational context of students in the Amhara Region of Ethiopia, specifically at the 9th grade level. In addition, it has undergone a thorough process of development and validation, and methods to ensure its reliability. The current researcher has observed the present English language text book, especially reading skill sections, and he has made a slight analysis on the tests and final exams prepared by high school teachers. He found Abiy's (2005) tests to be congruent to the ones teachers prepare at high schools. The kinds of questions formulated were categorized into those necessitating a literal (surface) interpretation and those demanding a more profound or deeper understanding. The test consists of nonfiction or informational passages from various content areas for which students answer true or false items, multiple choice items, matching items, and fill in the blank spaces.

3.11.5 Data Collection Procedures

Data collection commenced at the beginning of February and continued until mid-May. Following the selection of study participants, the process of gathering data was initiated. Initially, unstructured classroom observations were made on 3 sections of grade 9 students in their reading lessons (one session for each section). The researcher video-recorded the classroom instructions, particularly reading lessons and took field notes (when possible) on each classroom. Next, students' reading engagement questionnaire was administered to 126 students in the Amharic language by the researcher and data collectors (teachers). At the end, 120 survey papers were analysed. Then, unstructured interviews were conducted with 5 grade 9 students by the researcher. The interviews were conducted in Amharic language in the school compound after the completion of reading lessons and during opposite shifts. Subsequently, reading achievement tests were administered by the researcher and data collectors to 124 students. 4 students were excluded though they participated in the survey due to the incomplete pages from their survey. Finally, interviews were conducted with 4 English teachers by the researcher with the English language to get data on students' reading strategies, reading motivations, reading behaviors,

reasons influencing students' reading engagement and the teachers' roles in engaging students in reading activities.

3.11.6 Data Analysis Techniques

The pilot study and the main study utilized comparable data techniques of data analysis. Quantitative data obtained from surveys and reading tests were analyzed utilizing the Statistical Package for Social Sciences (SPSS, Version, 24) software, which facilitated both descriptive and inferential statistical analyses. Additionally, correlation and regression analyses were conducted. Correlational analyses were done to see the relation between reading engagement aspects and reading achievement, while multiple regression analysis was computed to decide the predictive ability of the set of reading engagement factors over reading outcome. Quantitative data were also tabulated using tables, figures and percentages, and were analyzed quantitatively using descriptive statistics. Qualitative data from students and teachers interviews as well as from classroom observations were analyzed using qualitative techniques through description.

3.11.7 Validity and Reliability of the Pilot Study Tools

The adopted reading test has undergone thorough validation processes and reliability checks by the original designer. Furthermore, its validity has been evaluated within the context of the present study. To assess both content and face validity, the reading test was presented to two doctors-one specializing in TEFL and the other in psychology at Debreberhan University, as well as to two experienced high school English teachers for their feedback. The lecturers as well as the teachers commented some important improvements on the test. Then, all the suggestions and the researcher's observations were considered before the administration of the tests. The same procedures for checking the validity of the reading test were followed in the main study; it is discussed in detail in methodology section.

To see the validity of the interview questions, both the students and teachers interviews were designed with due caution so that they should be consistent with the research questions and the existing literature. The questions were crosschecked with reviewed questions of previous researchers like Protacio (2013). After the interview questions had been designed, reread, and improved by the researcher, they were circulated to the researchers' advisor and two senior ELT PhD students at Addis Ababa University. The PhD candidates commented some technical issues

such as redundancy of ideas, appropriateness of language, clarity of directions and number of items. Finally, the researcher's advisor suggested some constructive comments. Among them were: questions for the students' interview were too many to manage; a few questions for the teachers did not concern them. After all the comments were considered, the interviews were conducted with participants.

3.11.8 Preliminary Data Analysis and Findings

This section was the last (fourth) chapter in the pilot study. In the summary below, portions like tables and statistics are excluded, and the main preliminary findings are presented.

Summary of Findings of Preliminary Data Analysis

Analysis of Pearson correlation coefficient generally indicated a relationship between students' reading engagement aspects and their reading achievement. The three factors of reading engagement: strategy, motivation, and behavior, demonstrated positive, moderate and significant correlations with reading achievement. A notable and substantial correlation was identified among strategies and reading achievement, motivation and reading achievement, as well as behavior and reading achievement. This result points out that secondary school students' reading engagement as well as its three aspects are associated with their reading outcomes during English reading lessons. The multiple regression analyses also revealed that strategy, motivation and behavior together predicted reading achievement statistically and significantly. Reading motivation and reading behavior made significant contributions to the prediction of students' reading results.

Based on the descriptive analysis of reading strategies use on the questionnaire, the students were average users of reading strategies. They scored higher mean score in global strategies followed by support strategies, and they scored relatively lower mean result in problem solving strategies. The descriptive statistics of reading motivation showed that grade 9 students have medium type of motivation during English reading classes. As per the subcategories, the students were more motivated for extrinsic and intrinsic reasons respectively. As the descriptive analysis of students' reading behaviors or habits revealed, the mean score of the reading behavior for the participants was medium. The mean score for non-academic reading behavior also fell under an average range. However, the students read academic texts better than non- academic ones.

As per the qualitative data analysis, ninth-grade students predominantly utilize global reading strategies, followed by problem-solving ones, while their use of support strategies is comparatively less frequent. They seemed to utilize reading strategies less frequently, as corroborated by the interview data. Generally, they have some knowledge of reading strategies and a certain application of the reading strategies while they are reading texts in English.

The qualitative data showed that the students are less motivated readers, a little bite below average readers, and they are mainly motivated for extrinsic factors. Even though they claimed to be motivated readers and good readers, teachers interview and classroom observation divulged that the students are less motivated readers. Of course, engaged readers are those who rad mainly for intrinsic reasons. Grade 9 students most of the time read academic texts like textbooks and exercise books, and they rarely read nonacademic texts such as newspapers and fiction. They also usually read printed materials rather than digital or internet resources. They apply reading skill to get conceptual knowledge from both subject area texts and reading texts.

Debre Eba General Secondary School Grade 9 students participate in some social contexts like pair work and group work to do reading activities during reading lessons. They have also a practice of being involved in social reading with their teachers. Factors like poor language background, lack of motivation, family burden, preference to playing games with friends, watching TV, and absence of exposure to authentic texts affected students' reading engagement.

Grade 9 teachers did some meaningful roles like probing, encouraging and rewarding in the classroom to engage the students actively in reading activities. Although they reported a lot of duties in the interview, classroom observation data divulged that they accomplish similar and limited tasks such as introducing topics, allowing students to read, asking and inviting volunteers to read, guiding the students to do comprehension questions, doing questions for students and giving home works.

3.11.9 Lessons Learnt from the Pilot Study

Conducting the pilot study has assisted the researcher to judge the adequacy and feasibility of the overall research methods, techniques and procedures. He was also able make a few modifications for the main study accordingly. The researcher has generally learnt a lot from the pilot study, including modification, inclusion an exclusion of some issues which are listed below.

1. It was found that some of the questions from the students' interview should be deleted and some other relevant ones should be modified and added. For example, question number '1' should be avoided as it is less related to the research objectives. In addition, question number '4' should be included under question number '2' as a probing question.

2. Additional research question about the predictive powers of the independent variables i. e reading strategy, reading motivation and reading behavior, on reading achievement was found to be necessary. This is because when there are two or more predictor or independent variables over a dependent variable, standardized regression coefficients should be performed to identify the best predictor, and it was applied in this study, and additional research question was added.

3. A question on the students' interview that asks if the students' reading engagement (strategy, motivation, behavior) helps them to score good results in reading should be added. One of the basic research questions of the study seeks to determine the link between students' reading engagement and their reading achievement. Thus, to triangulate the findings of the quantitative data, interviews should have a question asking about the association between reading engagement and reading outcome. Hence, this question has been added to the main study.

4. Assistant data collector for the classroom observation process would be necessary for the main study. During the pilot study, although an assistant data collector was arranged, the researcher himself recorded and took field notes at the same time due serious personal problem on the data collector. This has caused some inadequacy in capturing the data which could not be observed through a video recorder.

5.In addition to the lessons he has drawn from other tools and procedures, the researcher has got constructive knowledge and practical skills from the SPSS program, the analysis process of the quantitative data, so that he will confidently utilize it in the main study.

6. Adding the number of population for all tools was also found important as the pilot study is a small scale variety of the principal study. There were also rearranging and improving the review literature to make it relevant to the study.

7. Regarding Research Question 6, "What are the roles of English language teachers in engaging students in reading activities?", the researcher felt that this research question is a little bite deviant from the theme of the study as it is mainly about teachers, and he believed that this question will

be reduced as some part of it can also be answered by research question '5'.

8. On the other hand, one additional research question should have been added to identify the aspect of reading engagement that best predicts reading achievement. Thus, the third research question, "Which aspect of reading engagement predicts students' reading achievement most?" was added.

9. Students' reading achievement test results were analysed separately in the pilot study. However, examining reading achievement separately was not the purpose of the study. It was only intended to be correlated with the students' reading engagement aspects. Thus, it was not analysed in the main study.

10. The assessment of reliability and validity of the tools has shown that the tools are appropriate for the subject matter of the study as the researcher has answered all the research questions with the tools. To this end, they were employed in the main study with little modification.

CHAPTER FOUR: DATA ANALYSIS, FINDINGS AND DISCUSSIONS OF THE STUDY

4. Introduction

The major objective of this mixed-methods research was to examine secondary school students' reading engagement in EFL reading classes. The study endeavored to explore the association between various domains of grade 9 students' reading engagement and their achievement in reading. Besides, it assessed the predictive capacity of the set of students' reading engagement aspects on their reading achievement. It further explored the level of students' reading engagement with respect to its three aspects, finally identifying the major reasons that influence grade 9 students' reading engagement during the process of reading texts in English.

In this chapter, data analysis and findings are presented, followed by the discussions. The study employed both quantitative and qualitative methods to collect and analyze data. Thus, the quantitative data which were gathered through students' questionnaires and reading achievement test were analysed by using the Statistical Package for Social Sciences (SPSS, Version 25) software. Correlation and regression analyses were performed to see the association of reading engagement aspects with reading outcome and to determine the predictive ability of these factors on reading achievement.To analyze the qualitative data, the major themes from the students' and teachers' interviews were identified based on reading engagement domains and their subcategories. Then, the findings were presented descriptively based on the identified themes and quotations. Data from unstructured classroom observation were also analysed descriptively, and they were used to substantiate and triangulate the findings from survey and interview data.

4.1 Analysis and Findings of the Study

4.1.1 Findings of the Quantitative Part the Study

The quantitative component of this research examined the correlations between various aspects of students' reading engagement, specifically reading strategy, reading motivation, and reading behavior, as evaluated through a survey, and their corresponding performance in reading, which was measured by a reading achievement test. It also assessed the predictive capacity of these three aspects of reading engagement on students' reading achievement. Then, it explored the

level of students' reading engagement with respect to the three aspects. The quantitative data has included both descriptive statistics and inferential statistics. The analysis of the data was conducted using SPSS software (Version 25), which facilitated the computation of mean, standard deviation, correlation, regression, and standardized regression coefficients analyses.

After the collection of data through questionnaires and reading achievement test, the completeness of the quantitative data was checked in terms of many perspectives. Afterwards, the data entry processes were made in to the SPSS software for the analysis process. In this section, the quantitative data are analysed under different subsections. Descriptive statistics were done before the inferential statistics for convenience because they can be preliminary findings to facilitate the inferential statistics. To do this, tables were used to show different statistics or values clearly.

4.1.1.1 Descriptive Statistics

4.1.1.1.1 The Descriptive Statistics of Students' Reading Strategy Use

The descriptive statistics of students' reading strategy use below was basically intended to answer research question number 4, "How frequently do the students use reading strategies when they read texts in English?" This research question was also answered by interview data to make triangulation on the findings of the survey data. Out of the 88 items in the reading engagement questionnaire, the 30 items in the Survey of Reading Strategies were utilized to examine students' reading strategy use. They represent cognitive engagement in this study. The SORS encompassed global strategies, problem-solving strategies, and support strategies as subcategories of reading strategies. The scale developed by Oxford (1990) was utilized to identify the reading strategy types that were used most and least frequently. It states that when the mean score for every item was 3.5 or above, it is high frequency of reading strategy use, while if it is 2.5–3.4, it indicates medium frequency of reading strategy application. And a mean score of 2.4 or below shows low frequency of strategy use. The same benchmark is applied for the reading motivation questionnaire and reading behavior survey. The analysis of students' use of reading strategies is presented underhere.

Table 1**:** *Descriptive Statistics of Overall Reading Strategy Use and Subcategories (N=230)*

	Reading Strategy Use	**GLOB**	**PROB**	**SUPP**
Mean	3.5504	3.6385	3.5386	3.4338
Std. Deviation	.43988	.47534	.52653	.57120
Minimum	2.43	2.46	2.13	2.00
Maximum	4.63	4.69	4.88	4.78
Sum	816.60	836.85	813.88	789.78

Note: [a] mean for all items

GLOB =Global Strategy, PROB =Problem solving strategy, SUPP = Support Strategy

As table 1 above indicates, the maximum score of the scale for reading strategy use was (M= 4.63), and the minimum score was (M=2.43). This means the range of SORS score in this data was (M=2.20). The mean score of reading strategies' use for the participants was (M=3.5504) while the standard deviation was 0.43988. This means the students had high frequency of reading strategies use while they are reading texts during English reading classes. As for the subcategories, the average score (mean) for global reading strategies within the subcategories was (M=3.6385), with a standard deviation of 0.47534; the mean score for problem solving strategies showed (M= 3.5386), and the standard deviation was 0.52653. Meanwhile the mean score of support strategies was (M=3.4338) having the standard deviation of 0.57120. This statistic generally implies that grade 9 students' usage of various reading strategies as they read texts in English was high (M=3.5504). The participants employed global reading strategy more frequently (M=3.6385), followed by problem solving strategy (M=3.5386). Relatively, they applied support reading strategy least frequently (M=3.4338) though they used it at a moderate level. However, according to the participants' interview data, the students appeared to use support and problem solving strategies more frequently when they read various texts in English.

4.1.1.1.2 Descriptive Statistics of Overall Students' Reading Motivation and Subcategories

Among the 88 questions in the reading engagement questionnaire, 38 items in the Motivations for Reading Questionnaire deal with participants' motivational engagement. These items were

utilized to assess students' reading motivation and its five subcomponents for descriptive as well as inferential statistics. The findings of students' reading motivation use are described in the section under here.

Table 2: *Descriptive Statistics of Overall Reading Motivation and Subcategories*

	Reading Motivation	**SE**	**IM**	**EM**	**SM**	**AV**
Mean	3.3048	3.3750	3.2528	3.6026	3.1861	2.800
Std. Deviation	.46189	.58584	.58021	.52625	.75332	.68889
Minimum	2.21	1.75	2.07	2.30	1.6	1.5
Maximum	4.53	5.00	4.73	4.80	5	5
Sum	760.10	776.25	748.13	828.60	732.80	644.00

Note: [a] mean for all items

SE=Self-Efficacy, IM=Intrinsic Motivation, EM=Extrinsic Motivation, SM = Social Motivation, AV= Avoidance

As is shown above (Table 2), the maximum score for students' over all reading motivation was (M=4.53), while the lowest score was (M=2.21). Thus, the range of reading motivation score was between (M=2.21) and (M=4.53). Whereas the mean of the reading motivation score for the participants was (M=3.3048), its standard deviation was 0.46189. This value indicates that the students have moderate type of reading motivation (M=3.3048) during English reading classes. Regarding the subcomponents of reading motivation, the students' scores range from (M=2.800), for reading avoidance to (M=3.6026), for extrinsic motivation. Based on this value, the students read more for extrinsic reasons (M=3.6026) followed by self-efficacy (M=3.3750), Intrinsic motivation (M=3.2528) and Social motivation (M=3.1861). Reading avoidance (M=2.800) is the least frequently employed type of motivation by the students. The students read mainly for extrinsic motivation means they read to pass exams and tests and for their high self-belief. On the other hand, it can be inferred that they were showing the desire to avoid reading activities during reading lessons.

4.1.1.1.3 Descriptive Statistics of Students' Reading Behavior

The 20 questions with in the reading engagement questionnaire represent students' reading behavior or behavioral engagement, and are utilized to measure the students' reading habits i.e. the kinds of texts they read as well as the frequency by which they read the texts.

Table 3: *Descriptive Statistics of Overall Reading Behavior and Subcategories*

	Reading Behavior	**ACT**	**NACT**
Mean	3.0352	3.3277	2.7098
Std. Deviation	.49221	.53143	.55609
Minimum	2.15	2.17	1.63
Maximum	4.50	4.58	4.38
Sum	698.10	744.67	623.25

Note: [a] mean for all items

ACT= Academic Texts, NACT= Non Academic Texts

As indicated in Table 3, the maximum score of students' reading behavior for this data was (M=4.50), and the lowest score was (M=2.15). Thus, the ranges of reading behavior mean score were found between 2.17 and 4.50. Then, the mean score of the reading behavior questionnaire for the participants was (M=3.0252) and the standard deviation and was 0.49221. This value shows that the students' reading habit or frequency to read texts is at a moderate level. Concerning the subcategories, the mean score of academic reading behavior fell under moderate range (M=3.3277), and the standard deviation was 0.53147. The mean score for nonacademic reading behavior was also moderate (M=2.7098), with the standard deviation of 0.55609. This result divulges that the students read academic texts more frequently than nonacademic texts in English classes. This means the students usually read materials like textbooks, exercise books and worksheets to prepare for exams and tests while they sometimes read authentic texts for pleasure or enjoyment.

4.2 Correlation and Regression Analyses

Correlation and multiple regression analyses were carried out based on the questionnaire and reading achievement test data. The correlation analysis was basically made to address research question '1': "Is there a relationship between secondary students' reading engagement aspects (reading strategy, reading motivation and reading behavior) and their reading achievement?" Multiple regression analysis was made to address research question '2': "Do the three aspects of students' reading engagement (strategy, motivation and behavior) together predict their reading achievement?" Furthermore, standardized regression coefficients analysis was calculated to answer research question '3': "Which aspect of reading engagement predicts reading achievement most?" or to look into the relative contribution of each reading engagement aspect. Correlation and regression analyses were made based on Kotrlik (2011) criterion. It demarcates that the association between two variables can be negligible (0.01 up to 0.09), low (0.10 up to 0.29), moderate (0.30 up to 0.49), strong (0.50 up to 0.69) or very strong (0.70 and above).

4.2.1 The Correlation between Each Domain of Reading Engagement and Reading Achievement

In this section, the associations of students' reading engagement domains (strategy, motivation and behavior) as rated by questionnaires were correlated to their reading achievement which is measured in reading achievement test (Refer the Table below).

Table 4**:** *Pearson Product-moment Correlations between Each Reading Engagement Factor and Reading Achievement (N=230)*

Variable	RS	RM	RB	RAT
RS	1			
RM	.685**	1		
RB	.458**	.545**	1	
RAT	.358**	.245**	.147*	1

Note. *RS = Reading Strategy; RM = Reading Motivation; RB = Reading Behavior; RAT=Reading Achievement Test*

**. Correlation is significant at the 0.01 level (2-tailed)

* .Correlation is significant at the 0.02 level (2-tailed)

The relationships between various aspects of reading engagement and reading achievement test (RAT) scores were assessed using the Pearson product-moment correlation coefficient. Preliminary analyses suggested that the assumptions of normality, linearity, and homoscedasticity were not violated. Correlation analysis (table 4) revealed that each aspect of reading engagement had a statistically significant ($P<0.01$) association with reading achievement. Furthermore, all correlations exhibited a positive direction, varying from 0.147 for reading behavior to 0.358 for reading strategy. Accordingly, a moderate and significant correlation was identified between strategy and RAT ($r = .358$, $P < 0.01$). In contrast, low and significant correlations were observed between motivation and RAT ($r = .245$, $P < 0.01$), as well as between behavior and RAT ($r = .147$, $P < 0.01$). Consequently, as illustrated in the table, the strength of the associations between various facets of reading engagement and reading achievement varies, exhibiting effect sizes that range from low to moderate. The effect size of reading strategy was moderate ($r =.358$) while reading motivation and reading behavior had low effect size ($r= .245$, $r= .147$) respectively. Hence, the positive and significant associations between each domain of reading engagement and reading outcome suggest that a strong utilization of strategies, a high degree of motivation, and consistent and frequent reading habits correlate positively with students' reading achievement.

The inter-correlations among various aspects of reading engagement were also evaluated. Hence, a robust and statistically significant correlation was identified between strategy and motivation ($r=.685$, $p < 0.01$), as well as between motivation and behavior ($r=.545$, $p < 0.01$). Additionally, a moderate and significant correlation was found between strategy and behavior ($r=.458$, $p < 0.01$). The values show that among the assumptions of regression, multicollinearity is not violated. As per Pallant (2010,p. 150), “multicollinearity exists when the independent variables are highly correlated(r=.9 and above).” Here, all the correlations are below .7, the assumption of multicollinearity being achieved.

4.2.2 The Correlation between Reading Strategy Aspects and Reading Achievement

Table 5**:** *Pearson Product-moment Correlations of each Reading Strategy Aspect and Reading Achievement (N=230)*

Variable	Glob	Prob	Supp	RAT
Glob	1			
Prob	.578**	1		
Supp	.564**	.596**	1	
RAT	.375**	.285**	.235**	1

Note*: Glob = Global strategy, Prob = Problem Solving Strategy, Supp = Problem Solving Strategy*

**. Correlation is significant at the 0.01 level (2-tailed)

The relationships between global strategy, problem-solving strategy, and support strategy in relation to reading achievement were analyzed. As indicated in Table 5 above, there was amedium, positive, and statistically significant correlation between global strategy and RAT ($r=0.375$, $p< .01$). However, there existed a low, positive and significant association between problem solving strategy and reading achievement ($r= 0.285$, $p< .01$), and support strategy and RAT($r=0.235$, $p< .01$). Each aspect of reading strategy was associated to reading achievement positively and significantly. This value implies that the application of global strategy, problem solving strategy as well as support strategy are associated to students' reading achievement. Thus, helping students to use reading strategies by providing them appropriate strategy instruction is essential.

Analyses were also performed on the inter-correlations among the three reading strategy aspects. And thus, a strong, positive, and statistically meaningful correlation was identified between global strategy and problem-solving strategy ($r= 0.578$, $p <.01$), and between global strategy and support strategy ($r= 0.564$, $p <.01$). In addition, a strong and significant correlation was identified between the problem-solving reading strategy and the support reading strategy ($r= 0.596$, $p <.01$). Hence, a strong, significant and positive association was observed between problem

solving strategy and global strategy (r= 0.578, p <.01), global strategy and support strategy (r= .564, p <.01), problem solving reading strategy and support reading strategy (r= 0.596, p <.01).

4.2.3 The Correlation between the Aspects of Reading Motivation and Reading Achievement

Table 6**:** *Pearson Product moment Correlations between Reading Motivation Aspects and Reading Achievement (N =230)*

Variable	SE	IM	EM	SM	AV	RAT
SE	1					
IM	.542**	1				
EM	.418**	.509**	1			
SM	.448**	.652**	.505**	1		
AV	.383**	.399**	.157*	.377**	1	
RAT	.259**	.190*	.222**	.176**	.150	1

Note: *SE=Self Efficacy, IM=Intrinsic Motivation, EM Extrinsic Motivation, SM= Social Motivation, AV=Avoidance, RAT= Reading Achievement Test*

**. Correlation is significant at the 0.01level (2-tailed)

* .Correlation is significant at 0.05 level (2-tailed)

The correlations among self-efficacy, extrinsic motivation, intrinsic motivation, social motivation, and avoidance in relation to reading achievement (RAT) were computed. As illustrated in Table 6, a low, positive, and statistically significant association was observed between self-efficacy and RAT (r = .259, p < .01), intrinsic motivation and RAT (r = .190, p < .01), extrinsic motivation and RAT (r = .222, p < .01), social motivation and RAT (r = .176, p < .01), as well as reading avoidance and RAT (r = .150, p < .01 Hence, the correlations of self-efficacy, intrinsic motivation, extrinsic motivation, social motivation and reading avoidance with students' reading achievement test were low, positive and significant. The positive and

meaningful connections observed between various elements of reading motivation and reading achievement suggest that encouraging secondary school students to engage with different English texts can improve their reading performance.

Moreover, the inter correlations among reading motivation factors were performed. As a result, there existed a strong, positive and significant correlation between self-efficacy and intrinsic motivation (r=.542, p <.01), intrinsic motivation and extrinsic motivation(r=.509, p<.01), social motivation and intrinsic motivation(r=.652, p<.01), extrinsic motivation and social motivation (r=.505, p <.01). Whereas a medium, positive and significant correlation was found between self-efficacy and extrinsic motivation (r=.418, p <.01), self-efficacy and social motivation(r=.448, p <.01), intrinsic motivation and reading avoidance(r=.399, p <.01), social motivation and reading avoidance (r=.379, p <.01). On the other hand, a low, positive as well as significant correlation was observed between self-efficacy and reading avoidance (r=.187, p<.01), extrinsic motivation and reading avoidance (r=.157, p<.01).

4.2.4 The Correlations between Reading Behavior Aspects and Reading Achievement

Table 7*: *Pearson Product Moment Correlations between Reading Behavior Aspects and Reading Achievement (N=230)

Variable	ACT	NACT	RAT
ACT	1		
NACT	.597**	1	
RAT	.119**	.165*	1

***Note**. ACT=Academic Text, NACT=Non-AcademicText, RAT* = Reading Achievement Test.

**. Correlation is significant at the 0.01 level (2-tailed)

The correlations of academic reading behavior and non- academic reading behavior with reading achievement test (RAT) were calculated using Pearson correlation. Preliminary analyses showed that normality, linearity as well as homoscedasticity assumptions were upheld. The statistics reported in Table 7 indicate a low, positive, and statistically significant association between

academic reading behavior and reading achievement test (r = .119, p < .01), as well as between non-academic reading behavior and RAT (r = .165, p < .01). The values imply that non-academic texts have shown better association with reading achievemnt than academic texts. The positive associations between the reading behavior aspects and reading achievement suggest that reading behavior was related to students' reading outcome as evaluated by reading achievement test. Analysis was also computed to identify the inter correlation among reading behavior variables. Thus, the correlation between academic reading behavior and nonacademic reading behavior was strong, positive and significant (r= .597, p<.01).

4.3 Reading Engagement Domains as Predictors of Reading Achievement

Under this section, the analysis of multiple regressions was performed to compute the predictive ability of engagement aspects over students' reading achievement. As was done for the correlation analysis, initial analyses were computed to see whether the assumptions of multiple regression analyses were met. Thus, the assumptions of linearity, normality and multicollinearity were upheld in this context. Thereafter, Standard multiple regression analyses were conducted using reading strategy, reading motivation, and reading behavior together as predictor variables,with reading achievement serving as the dependent variable.

Table 8**:** *Multiple Regression Analysis for the Correlation between the Reading Engagement Factors and Reading Achievement (N=230)*

Model	R	R Square	Adjusted R Square	Std. Error of the estimate	Durbin-Watson
1	.359[a]	.129	.117	12.866	1.892

a.Predictors: (Constant), RB, RS, RM

b. Dependent Variable: RAT

As reported in Table 8 above, the reading engagement aspects, namely, strategy, motivation, and behavior in combination have predicted reading achievement (R^2=.129, p<0.05). The finding of multiple regression analysis revealed that the set of reading engagement variables had a statistically significant and positive (R^2 =.129, p <0.05) influence on reading achievement. The value of R square (0.129) indicates that the group of reading engagement domains contributed

12.9% of variance in students' reading outcome. Or 12.9 % of the varition in reading achievement can be explained by the linear combination of these predictor variables. Additionally, the Adjusted R square value was 0.117, indicating a modest fit for students' reading achievement. This result suggests that the predictors (variables) related to reading engagement are fairly effective in predicting students' achievement in English reading classes.

Based on Muijs's (2004) criteria, an Adjusted R square value between 0.11 and 0.3 indicates a modest fit, while a value ranging from 0.31 to 0.5 signifies a moderate fit. In this sense, the identified factors related to reading engagement were shown to modestly predict grade 9 students' reading achievement in English reading classes.

4.4 The Contributions of Each Reading Engagement Aspect on Reading Achievement

To findout the aspect of reading engagement that had the greatest impact in predicting students' reading outcomes, standardized regression coefficients (β) were computed. The results, represented by the regression coefficients, are displayed in the table below.

Table 9**:** *The Influence of Each Aspect of Reading Engagement on Reading Achievement*

1Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1(Constant)	12.784	7.393		2.109	.036
RS	11.272	2.678	.362	3.992	.000
RM	.319	2.703	.011	.118	.906
RB	-.696	2.080	-.025	-.335	.738

a. Dependent Variable: Reading Achievement, N= 230 students

As demonstrated in table 9, the results revealed that among the three reading engagement factors, strategy contributed to a statistically significant (β = 0. 362, p < 0.05) influence on the students' reading achievement. However, motivation and behavior exhibited statistically non-significant contribution to reading outcome (β= 0.011, p > 0.05) and (β = -0.025, p > 0.05) respectively. Reading behavior is even a negative predictor of reading achievement.

The various aspects of students' reading engagement, when considered collectively, were statistically significant predictors of reading achievement. Nevertheless, separately only reading strategy was a statistically meaningful predictor of reading achievement. Thus, reading strategy had the strongest effect size (β=.362, p <0.05) on students' reading achievement.

4.5 Qualitative Data Analysis and Findings

This section is devoted to the description and analysis of the qualitative data which is gathered from both the students and the teachers. Qualitative data for the study was collected through students' interview, teachers' interview and classroom observation. Qualitative data was largely

used to answer the 7th research question: What are the major reasons affecting EFL students' reading engagement in reading classes?, and to some extent, it was utilized to answer research questions 1(association), 4, 5 and 6 (levels of reading engagement). Thus, the analysis of students interview data was done followed by that of teachers' interview data. Finally, classroom observation data was analyzed to verify and triangulate results from quantitative tools. Hence, qualitative data analyses and findings are presented in the section below.

4.5.1 Analysis and Findings of Interview Data

The interview data for this study was analysed manually, applying a thematic analysis. As stated by Creswell (2012), while both a hand analysis and a computer analysis are possible, a manual data analysis may be preferred in some situations. The initial scenario occurs when we examine a small amount of file, such as one containing below 500 pages of transcripts or field notes, allowing us to efficiently monitor the files and locate specific text sections. The second case arises when individuals lack comfort with computers or have not acquired proficiency in a qualitative computer software program. The third scenario occurs when there is a desire to engage directly with the data, fostering a tangible connection to it or have a hands-on feel for it. The last scenario occurs when we are able to dedicate time to a hand analysis, as this process requires considerable effort to manually categorize, arrange, and identify words within a text database.

Accordingly, although the current researcher has some awareness and skills on computer analysis for qualitative data, he has preferred the manual analysis technique as the interview data is relatively manageable with hand analysis (about 60 pages). In addition, he wanted to be close to the data, and he wanted to have a hands–on feel for the data. He had also time to commit to the manual analysis system.

After the transcription and translation of the students' and teachers' interview data, the analysis process was started. The interview data from the 6 students and from the 5 teachers was analyzed in line with the themes of the interview questions, which were almost consistent with the research questions. The analyses of the interview data included reading, rereading, coding and making themes. Certain actual quotations or expressions were used to represent the participants'

genuine ideas. For the simplicity of the analysis, participant students were coded S1 through S6. The same procedure was followed for teachers.

4.5.1.1 Analysis and Findings of Students' Interview Data

4.5.1.1.1 Reading Strategy Use

Under the theme of reading strategy use, the students were requested to reflect their reading strategy knowledge and the frequency in which they use reading strategies. The students' reading strategies use were analysed mainly in terms of the three domains i.e. global, problem solving and support strategies. Eventhouth there is a variation in type and amount of their reading strategy use, the interviewees appear to apply different types of reading strategies.

All the interviewees reported that they apply different reading strategies when they read texts in English. They seemed to apply some similar types of strategies to comprehend reading texts. For example, they use similar types of problem solving reading strategies when they read texts as five of the interviewees (S1, S2, S3, S5, and S6) replied that they apply repetition, reading a text again and again to solve difficult texts. For instance, one of the strategies stated by S1 (refer to Appendix-D1) was repetition. S1 explained his strategy use, focusing on how he comprehends difficult texts in this way:

> I use strategies …most of the time, in English or in other lessons, by writing in bold on the key words, and by repeatedly reading these key words. I read other new materials written on these key words. I use these strategies and underline key points. … I make notes. I try to understand by reading again and again. If I do not still understand, I write it in my own simpler words in such a way that I can understand… I try to find books on a text what I cannot understand and I try to understand.

In addition to using repetition(problem solving strategy), this student seems to use more support strategies like writing key words in bold, reading other materials, underlining and taking notes. He appears to use reading strategies better as he has listed relatively a better number of strategies. S3 (refer to Appendix-D3) explained that she reads materials out of textbooks like dictionaries; she takes out the main idea of the text and makes summaries. Then, if she doesn't

understand a text, she writes the points which are unclear, and reads them repeatedly. This description depicts that S3 reads additional materials, writes unclear points and makes summaries which are support reading strategies, and exceptionally she tries to identify the main idea as part of global reading strategy.

S4 (refer to Appendix-D4) conveyed what strategies he employs to understand a text noting,

> I start my reading. If the content I read becomes difficult, I refer to other reference materials. When I study, I first skim. Then, I come to the main study reading….I know if I have understood a text by asking my parents and people around me. By discussing or working with my friends, we make difficult ideas clear. …If it is an English text, I try to understand by translating in to Amharic.

Moreover, S4 explained that he shares the content to his friends and asks herself what the reading brought to him. This student seems to use strategies like referring to other materials, skimming the text, sharing and evaluating herself, most of which are support strategies and one global strategy (skimming).

S6(refer to Appendix-D6) also recounted this quote on her reading strategy use, " I use deep reading strategies such as skimming and I take short notes in such a way I can understand; and I ask people what I do not understand. Firstly, I read it repeatedly; I use different books." Besides, she replied that she increases her attention and answers questions that she prepared from the text. S2 (refer to Appendix-D2) describes that in order to know if he has understood a text, he tests himself by evaluating how much he has understood the text. He claimed that he makes discussions with his friends about his reading. S5 (refer to Appendix-D5) noted that she takes notes and reads aloud while she reads.

S6 (refer to Appendix-D6) recounted this quote on her reading strategy use, " I use deep reading strategies such as skimming and I take short notes in such a way I can understand; and I ask people what I do not understand. Firstly, I read it repeatedly; I use different books." Besides, she replied that she increases her attention and answers questions that she prepared from the text. This respondent uses strategies like deep reading, note taking, asking people, using other books, increasing attention and doing questions. She uses relatively better problem solving strategies.

As it can be understood from the participants' reflections on the interviews, they mainly use support reading strategies followed by problem solving reading strategies when they read texts. Support strategies or functional strategies like questioning each other, taking notes, translation and reading additional materials/commercial books were stated by the interviewees. The students use support strategies, which are employed to supplement their reading task. Next, the interviewees have described problem solving strategies which are used when the text is difficult. Strategies like deep reading, increasing attention, reading again and again and rethinking were mentioned as problem solving strategies. However, the interviewees used global strategies relatively less frequently as they mentioned only few global strategies, namely, skimming (S4, S6) evaluation (in the sense of monitoring) (S2, S4) and getting the main idea though they may know and use other global strategies unconsciously. Taken together, based on the findings, the students seem to have some awareness of reading strategies (metacognition) and a fair use of the reading strategies when they read texts in English.

4.5.1.1.2 Reading Motivation

Regarding their reading motivation, the student respondents were asked if they are motivated readers and to how much extent they are motivated to read. The types of motivation they mostly apply were also inquired. All the interviewees replied that they have motivation to read texts. The majority of them also reported that they are self- efficacious readers, and four of them believe that they are good readers.

S3 (refer to Appendix- D3) explained that he is a motivated reader in this quote, "I like [reading]. Reading is among the things that entertain me. I read fictions." S5 also voiced a similar idea saying, "I like reading. …. Interest comes first, and if I have an interest on the text, I understand it, but if I am not interested, I cannot understand it though I read and repeat it." Similarly, S4 confirmed that he is a motivated reader remarking, "Yes. I enjoy by reading…I sometimes read….I read entertaining books and fiction". Moreover, S3 responded that he is a motivated reader and he has a motivation to read. S6 reported that she is a motivated reader; she also said that she is a good reader because she achieves many things (e.g. knowledge) through reading. However, she said that she does not like to read some texts like world politics. This means she avoids some reading tasks. As the confirmations from the interview data depicted, the

respondents have better reading self-efficacy about their reading- their perceptions of their own reading capability although most of the students in the classroom were observed to be less motivated to read or to act on different reading activities.

Concerning their reasons for reading (for example, for intrinsic or extrinsic motivations), the respondents have mentioned their sources of motivation. Most of them replied that they usually read for academic purposes, especially to meet their teachers' requirements, to get knowledge, and to pass exams. For example, S1 has recounted this idea, "Motivating factors, the first is my understanding that reading is enjoyable. Secondly, I get knowledge from these books. Third is the interest I have to apply the knowledge I get. Mostly, there are not factors that influence me not to read." S1 also noted that, sometimes when he reads fictions, he gets bored, if there are derogative words at different places. S1 seems to mainly focus on getting knowledge, which is an example of extrinsic reading though he said that he reads believing that reading is interesting. Regarding his reason to read, S2 (refer to Appendix-D2) reported that he gives most of the time for reading academic texts, and after that he reads nonacademic texts.

In addition, as all of them confirmed on their reading habits, they mainly read academic texts like exercise books and textbooks. This implies that the students mainly read texts for external reasons or rewards. In short, they are mainly motivated to read texts for extrinsic purposes. Two of the interviewees also responded that they read because their parents motivate them to read. This is related to their long-term goals (extrinsic motivation). For instance, S3 reported that he has a reading family, and his family's reading experience has helped him to read more.

Based on the data, all the respondents claimed that they have motivation to read during reading lessons, and most of them replied that they are motivated readers. Most of them also reported that they are self- efficacious readers though classroom observation data does not support their opinion. In connection to this, four of them also believe that they are good readers. However, classroom observation data revealed that many of the students were observed to be less motivated, and a few students were actively motivated to read texts in class, or to participate on activities related to reading.

In line with this, there appeared to be a reading avoidance, disliking reading, among students during reading lessons; most of them wait teachers to oblige them to participate. An evidence for

this is that interviewees reported that they do not like some forms of reading or they rarely read some materials like authentic texts. For instance, S5 replied that she does not like longer things [texts]and love stories. Besides, S6 (refer to Appendix-D6) reported that she does not like reading about the world politics, and she should read texts that are appropriate to her age level.

4.5.1.1.3 Reading Habits

With regard to reading habits, students were requested to report the types of texts they usually read i.e. academic texts or nonacademic texts, and the frequency of their reading. Accordingly, all the respondents reported that most of the time they read academic texts. Their reasons for preferring academic texts are lack of time and interest to read nonacademic texts. In line with this, S2 (refer to Appendix D2) stated his reading habit in this manner:

> Though not different texts, in my age level, I read my own subjects, materials helpful to me and reference materials and 'Top books' [commercial books]. Otherwise, I do not read others. Sometimes, I may read fiction books. I do not read except academic texts and fiction. Most of the time, I read textbooks or exercise books, and during my spare times I read fiction books.

S2 has admitted that he most of the time reads academic texts and sometimes fiction books. He does not seem to consider fiction as non-academic text. S5 (refer to Appendix-D5) described her reading habit as, "I read types of subjects; since I came to secondary school, I read books, dictionaries and notes the school prepares." She also expressed that she reads nonacademic texts during her leisure time. S2 has this quote about his reading habit,

> Currently, in my secondary school, I can read all these (academic and nonacademic) mentioned above. I am reading subject area or academic texts. I read, for example, notes, subject area texts, and worksheets that are prepared by teachers. However, in the current short time, as I take exams, I couldn't budget time and read texts like fiction. Thus, I am reading subject area texts.

In addition, S3 replied that he gives most of the time for academic texts; after that he reads nonacademic texts. S6 (refer to Appendix-D6) also shared similar experience with S3. From the above quotations, it is reasonable to deduce that the students devote much of their time to read

academic texts such as textbooks and exercise books while they give less attention to nonacademic texts like newspaper and magazines. The students' reading in the classrooms appears to be guided by the teachers' reading instruction based on the text book as defined by the curriculum. English teachers do not try to vary the materials by selecting other authentic materials because they are very much concerned to complete the textbook at the end of the year.

The interviewees were also asked whether they usually read printed or internet (digital) resources. All the interviewees elicited that they usually read printed materials, and they rarely read internet resources due to lack of accessibility and interest. They conveyed that they read internet resources when there are academic requirements such as home works and assignments given by their teachers. An excerpt from S5 (refer to Appendix: D5) reads as, "I do not read internet resources. I read printed materials if I get; otherwise, I don't read [internet sources]. If so, I read the printed materials, but I do not read internet resources. I don't like internet resources." Practically, internet resources in the social media can diversify students' reading opportunities, and can develop their reading habit and reading speed if they are wisely applied.

4.5.1.1.4 Conceptual Knowledge

Participants were asked on how they use reading to get knowledge from texts. Concerning their practice of extracting meaning from texts, all the interviewees responded that they apply reading as a means of getting knowledge from the text when they learn reading comprehension. In connection to this, S1 stated that he gets knowledge when he reads, and when he gets knowledge, he learns. As S1 further noted, learning means showing or bringing behavioral change; he always gets knowledge as he reads. On this issue, S4 also shared his idea as, "From what we read, even from a notice, we get knowledge. If the texts we read are nonacademic, they are important for our general knowledge. This has an effect on our learning since all what we learn were written since long time ago".

On how she gets conceptual knowledge as she reads, S5 said, "When we read, we get a lot of knowledge, reading speed, reading comprehension and others." S2 on his part elicited his opinion as follows:

> I get knowledge from what I read because I do not wait texts that are knowledgeable. So, I read such texts and get knowledge. Just like I use

> knowledge to learn, I use reading to get knowledge. During English lessons, starting from letter then to word, by combining these elements …we have been learning in such way.

S6 also describes the conceptual knowledge she gets from reading like this, "Most of the time, I use reading to get knowledge. When I say to get knowledge it is to do home works that are given by my teachers. In addition, I use it to get knowledge and to understand it well. …To read other subjects." From the respondents' instances so far it is possible to clearly infer that the students use reading as a vital tool to get conceptual knowledge, or to integrate their existing knowledge with the new ideas they get. They employ reading to extract meaning both from subject area texts like history and from reading skill texts. The majority of the interviewees seem to believe that reading is more important to get knowledge than to develop reading skills.

4.5.1.1.5 Social Reading

Under this theme, students have reported about their social interactions i.e. pair or group reading when they read texts. The majority of the participants replied that they apply social reading mostly at school and for the contents or topics they learn in the classes. At the outset, S1 (refer to Appendix: D1) shared his practice of group reading and its benefits like this:

> …there are interested students to read and change themselves. And we discuss with them. We may discuss for hours about academic issues. We also talk outside class. We discuss when we meet. Mostly, we discuss in class and around library when we meet. We discuss on what we learn…. It helps us develop our reading skill.

In addition to practicing group reading, this student appears to understand the importance of social relations during reading. S4(refer to Appendix- D4) also noted how he and his friends participate in social reading in this manner, "We talk about reading when there is content that we have read, my friends or I. We discuss what we read or learned in class. Sometimes, we discuss on what we read in our surroundings or homes." Moreover, S3(refer to Appendix- D3) confirmed that there are some friends that he meets daily, and eventhouth not on reading, and when they discuss on some other issues, they get different pieces of knowledge. He adds that his friends may know something that he does not, and the reverse may be true.

Besides, S2 (refer to Appendix-D2) pronounces his and his friends' social reading experience like this:

> I always talk with my friends about reading. What type of text to read, which part of a text to read, … we read by giving time for ourselves. We read three times a week or two times a week, and we understand and pass. …it helps us not to think another thing at this age, by accumulating knowledge and by understanding how knowledge and reading is important, without disliking any text.

S6 (refer to Appendix- D6) shared her idea on social reading like this, "We talk daily. As my friends and I come home together after school, we discuss issues we learnt daily. We organize academy related questions and ask each other. Most of the time, we discuss on the subjects we learn". As S6 further describes, they assign each subject to each student and prepare questions. Then, they ask each other. According to this student, they discuss on both reading and other subject areas. S5 also noted her social reading practice saying, "…most of my friends do not want to talk about learning. During exams, perhaps, we may talk. If my friend reads, she shares me and if I read, I share her; we discuss in this way".

Social reading or group reading is made with the teacher too. S6 replied that they discuss when their teacher teaches; they answer questions and ask questions, and they develop their reading skills via the discussions with English teacher. Social reading was the area in which grade 9 students shown as a relatively good quality. Although it was not to the extent the respondents explained, classroom observation data also revealed that students were asking each other during reading lessons. They discussed when the teachers gave them individual as well as group activities, and when the students were not clear about the reading activities. Of course, most of the discussions between the students were made in Amharic language. Social reading was also made between the students and the teacher when he/she explains some learning points and instructions to the students.

4.5.1.1.6 Reasons Affecting Students' Reading Engagement

One of the key questions for this study is, "What are the major reasons affecting EFL students' reading engagement in reading classes? To this connection, the student respondents described various factors that influence their reading when they read different texts. For instance, S1 (refer

to Appendix- D1) said, “I don’t like texts that I don’t understand as I read. If the texts are written in hidden language or ironic language, I don’t like them.” This quote implies that the student doesn’t like difficult texts, or he does not prefer challenge when he reads. However, the primary reason appears to be the difficulty of the language. S4 (refer to Appendix-D4) stated that he does not want to read texts that are frightening and horrifying. S5 also noted her reading challenge saying that she does not like longer texts. She claims saying, “…I do not like love stories; I like a little bite about politics.” This idea implies that students’ reading engagement can be affected by the contents of the texts they read. S3 (refer to Appendix- D3) on his part describes the positive factors that affect his reading engagement like this “…the first is my family. My family is a reader family. And my family’s being reader has helped me to read more. Because I have eagerness to read on different issues, which makes me read to know about the things.”

This interviewee additionally explained that he cannot read in a noisy place and if he has a rushing (crowded) time. Because he shifts from one subject to another, he cannot read his texts. Generally, S3’s statements indicate that his family, his eagerness to know (curiosity), study area and stress affect his reading engagement. When S2 (refer to Appendix-D2) explained his challenges, he said, “In relation to teachers, there is no problem. The influence may be if it is not clear when a teacher teaches, we may hate that subject totally.” Similarly, S6 replied saying,

> Most of the time, there is social media. Of course, I am not that much. But social media like TV, playing with each other have effects assuming that we will study it tomorrow or another time. My friends also say that they will study during exam. This also influences their reading.

S6 (refer Appendix-D6) further noted that when there are teachers whom they do not like, they do not want to read the subject. Because they hate the teacher, they also hate the subject. What pushes them to read is the teacher’s feedback [positive]. From S2’s and S6’s instances, one can clearly deduce that the way teachers teach reading influences students’ reading engagement. In sum, students’ interview data disclosed that factors like language difficulty, their family, content of the text, peer pressure, social media, lack of motivation, English teachers influence students’ reading engagement when they read texts.

4.5.1.1.7 The Reationship between Students' Reading Engagement and their Reading Achievement

An essential theme under investigation was the relation between the students' reading engagement (aspects) and their reading achievement. To triangulate the quantitative data findings with qualitative data, interview data was used. Thus, the students' reflections through the interview are presented under here. Regarding this issue, S1 describes his idea saying:

> Having reading habit helps us develop good reading habit [result]. When we use reading strategies, we can understand and remember difficult ideas easily. Due to this, if we understand and remember what we read, we become effective in reading.

This student described the connection between engaged reading and reading achievement in terms of the two factors: reading behavior and reading strategy, that is, developing good reading habit and using reading strategies can help facilitate reading comprehension. S3 (refer Appendix-D3) also expressed that there is a direct association between reading engagement and reading performance like this, "reading is directly related to reading result. When there is reading, as many academic issues are found in the form of books and different texts, and we understand these texts by reading. So, it has direct relationship with our result." This student also said that they additionally read nonacademic texts, and they get good result from these. S3 seemed to focus on influence of the reading behavior aspect, reading a lot of academic and nonacademic texts on reading achievement. It is clear that if students read a lot, their reading strategy use and motivation will increase which finally result in reading engagement and reading achievement.

Similarly, S2 (refer to Appendix–D2) has articulated his ideas pertaining to the link between reading engagement and reading result under here:

> Having good reading habit has a good relationship with reading result. When we read well, we get good knowledge. However, simply reading a text is looking a book, not reading, and we cannot know it. Reading by contributing our knowledge, time, our full mind, attention is related to reading. We also get good knowledge.

S2's description indicates that his cognition or reading strategy and his reading behavior can contribute to his reading achievement when he reads texts. Another interviewee, S4 pointed out

that reading strategies and reading motivation are essential to enhance his reading [result]. He stressed that when students use reading strategies, as they apply them and in a place they want, it helps them to read and understand at the desired level; and their motivation, when their interest to the text increases, their interest to know increases. Then, they develop more interest to read. S6 has also stated that having good reading habit is nice; she scores good result because she has good reading habit. In addition, she said that if she has motivation, she develops her reading achievement.

In conclusion, the students' descriptions from the interview data indicate that they have some awareness on the link between various reading engagement factors and their reading achievement. This implies that the students have some experience in applying these engagement factors while reading to enhance their reading achievement.

4.5.2 Analysis and Findings of Teachers' Interview Data

Under this section, the teachers' interview data on different issues of reading engagement were presented and analyzed. These data were coded and analyzed under 5 main themes i.e. the students': reading strategy use, reading motivation, reading habits, social reading, conceptual knowledge and reasons affecting students' reading engagement. For the convenience of analyzing the interview data, the participant teachers were coded from T1 through T5.

4.5.2.1 Students' Reading Strategy Use

Regarding this theme, teachers were inquired to report their idea on their students' reading strategy use, whether and how frequently the students use reading strategies when they read texts. In spite of the fact that reading strategies are mainly mental processes, and students can better talk about their strategy use, it is believed that teachers can also have some idea on their students' strategy use.

As the respondents elicited directly or indirectly, the students seem to be weak in using reading strategies when they read different texts. The respondents explained that the students apply reading strategies poorly, and they use a few strategies. An excerpt from T1 (refer to Appendix-F1) described his teaching practice and the students' reading strategy use as follows:

> We teach them skimming…, scanning for finding particular points may be date, name or bolded words and something like that, and we even teach them to guess the

> meaning of new words from context …but through guessing, through predicting, from contextual concept, it is possible to guess the meaning, but students are not able to use these strategies eventhouth we teach them. So, they are weak in applying these techniques, skimming, scanning, guessing and the like.

This teacher appears to note that regardless of the help they get from their teachers, most of the students have deficiency in utilizing reading strategies. In explaining his students' reading strategy use, T2 (refer to Appendix-F2) has this quote to say:

> When I teach reading lessons, I try to do such reading activities [strategies]. They try to scan; they try to skim; they try to give contextual meaning; even at the beginning of their lesson, I try to give the definition of the topic, and also I try to select some few difficult words from the reading text, and first I teach them. Finally, I allow my students to read the text. … Most of the time, they are weak to understand the text and to scan and skim, and few students 4 or 5 in class, try to.

T2 also reported that the students try to use these reading strategies when he gives them with in different reading activities. Besides, T4 (refer to Appendix-F4) explained that based on the reading text purpose, sometimes, they are asked to skim, scan or guess the meaning [of] the words, the meaning of guessing; based on the purpose sometimes, some of the students use strategies. Besides, T5 (refer to Appendix-F5) explained that the students use different strategies when they read independently and in groups; but still it is based on the text they are reading in the classroom. T5 generalized that his students use reading strategies sometimes. These teachers seemed to address that the students sometimes apply reading strategies when the learning purpose requires them to do so. Of course, teacher 4 has acknowledged that unfortunately her students are not good readers and they have not good reading habit. This means they are not effective in their strategy use. To sum up, based on the teachers' explanations pertaining their students' reading strategy use so far, it would be concluded that grade 9 students do not frequently use reading strategies when they read texts especially in the classroom.

4.5.2.2 Students' Reading Motivation

In this section, teachers were asked about their students' reading motivation when they teach reading comprehension in English i.e. to how much extent are the students motivated readers

when they read texts. To begin with, an excerpt from T2 (refer to Appendix-F2) reads like this, "In reading activities, our students are weak. They don't have interest to read any reading materials. They don't have interest. Of course, I force them to do, to read texts, but they don't have interest". T4 (refer to Appendix-F4) also expressed the students' reading motivation saying, "Most of the students are not confident and curious. You can get two or three students from one class. So, I can say they are not motivated. …If they get some interesting stories, some of them become eager to read." Similarly, T3 (refer to Appendix-F3) reported that:

> …there are some individuals who have good motivation to read both academic and nonacademic texts. However, the average number of motivated readers is less than the expected. In my observation, I see many students who frustrate on reading rather than taking it as one of their enjoyable activities.

The last instance about the students' reading motivation was forwarded by T1 (refer to Appendix –F1) as, "They mostly prefer to silence; keep [expect] the teacher's expression. If the teacher enforces them to do so, they seem as they are motivated, but practically, they are not working with motivation so that it is very difficult to say that they have motivation." In addition, as T5 announced, [for] many years, students lack motivation, and they do not like to read. So, they are not motivated readers. This teacher also explained that unless students are ordered to read or participate in class, most of them are reluctant.

The teachers' interview data presented so far indicate that grade 9 students are not motivated enough to read different texts in English classes. Moreover, the students appeared to be extrinsically motivated to read different types of texts as they usually read when there is pressure from the teacher or when they believe that the reading task has some form of evaluation or mark. Although most of the students claimed to be motivated readers, teachers' interview and classroom observation data revealed that most of them were observed to be less motivated to read texts and a few students were participating during reading classes actively and with interest.

4.5.2.3 Students' Reading Habits

Under this theme, the types of texts (academic or non-academic) the students mostly read as reported by the teachers are presented. According to the interviewees' explanations, grade 9 students most of the time read academic texts like text books. To this connection, T1 described

his opinion as, "…they are not as such interested to read the material outside the class or for their general knowledge. They simply focus on classroom purpose, which means to get mark or if I enforce them to do or simply for the interest of my engagement." T2 (refer to Appendix-F2) also reported the students' reading habit like this, "Most of the time, they read for grades and to gaining good results. They do not want to read for enjoyment. Most of the time, things are related with grade and passing mark."

T4 (refer to Appendix-F4) on his part stated that her students mostly read academic texts in or outside class. She had this instance to state:

> My students engage in reading texts for academic purpose. I only use the reading, the text books to teach the students. Our textbook, it is very wide. It contains a lot of contents… so, to cover it is very difficult. So, I only use the text books only for academic purposes.

T4's explanation shows that the students read academic texts partly because of her choice of materials i.e. the reading texts presented in the text books. She may have shortage of time to use other authentic texts. Similarly, as T3 (refer to Appendix-F3) pointed out, he doesn't think that his students are frequently reading both academic and non-academic texts. He further explained his idea in this way, "… they are relatively exam oriented readers. Since academic texts are part of our class discussions, most of the students read academic texts than nonacademic ones. Mostly, they read when they have home reading assignments, presentations, discussions and such activities."

T3 further noted that the students focus on academic texts because most of the materials in the school library are reference materials and teachers do not expose the students to nonacademic texts; thus they do not have the habit of reading nonacademic texts. This teacher also seems to agree that students read academic texts due to the nature of the teaching materials and teachers' experiences. As the evidences from the interview data showed, the students most of the time read academic texts, and they rarely read nonacademic texts. Theoretically, if students do not read non-academic or authentic texts for pleasure, they will not develop the love of reading and will not improve their reading skills.

4.5.2.4 Students' Social Reading

In this part, the data on whether students apply social (pair or group) reading when they read texts was analyzed. The teacher respondents elicited that the students were found to participate in some social reading contexts when they read English texts. Most of the interviewees explained the students' social reading in terms of what happens during the classroom instruction. At the start, T1 shared his students' social reading in this way:

> They read the text with the help of the teacher and with the help of friends; they are unable to read independently. Mostly, they read the text being in triple, based on their sitting arrangement. Students mostly participate being in triples; that is used as a trend for the school. Simply they have a single text. They sit in triple, on a combined desk so that they will do it being in triple.

In addition to describing the students' needing support, this teacher is saying that instructionally the students are made to sit in group of three, and this may facilitate social reading for the students. Asserting less amount of social participation, T2 (Refer to Appendix -F2) illustrated, "We can see this differently. There are few students; they do their jobs, their tasks independently, and some of them need support, assisting." He also adds saying, "of course, they [majority] try to, but how much they are effective, this may be questionable, but they try to discuss everything." As per this teacher, with few exceptions, most of the students discuss in need of support for they cannot understand what the teacher says or orders. Similarly, T3 explained his students' social reading in this manner:

> In my understanding, my students preferred to read in group than individually. Their inclination to read in group indicates that most of the students cannot read and understand in their own capacity. That is why they need support from other classmates to do even their individual activities.

Furthermore, T4 (refer to Appendix-F4) confirmed that a few students are good individual readers; otherwise, most of the students try to understand about the text from their friends in pairs or in groups. As it can be inferred from the teachers' quotes, the students usually participate in social contexts in need of help, or to complete the tasks given by the teacher. This was also observed during classroom observation; unless the teacher explains in Amharic (students' mother

tongue), the students try to make ideas clear by asking their friends. The description given by T3 also supports this idea. Thus, it can be concluded that social reasons for reading are a means of solving problems for the majority of students during reading lessons.

4.5.2.5 Major Reasons Influencing Students' Reading Engagement

The teacher respondents have described different reasons that affect their students' reading engagement when they read various texts in English. To begin with, T2 reported the factors influencing students' reading engagement as related to students' personal factors. He alleged that inside and outside school, students spend most of their time by playing; in addition to lack of willingness to read, they watch movies and play with their friends outside. Regarding this theme, T1 on his part has listed some internal and external reasons as follows:

> … they are mostly unfamiliar with the context used in the text. Most of the contents in our text book are taken from another culture. For example, some texts are taken from some countries of Africa: Tanzania, Kenya, it says. The other, for example, Japanese. Simple text… it says, *Japan's tea ceremony*. …They don't know what it means. They are unfamiliar with this lesson. They are not interested to engage in reading. The other may be their background. …we have a number of students who come from rural areas, who didn't have any background experience of reading materials written in English, even the text book.

T1 emphasized that the texts are unfamiliar to the students as they are specific to another country's cultures. T1 further articulated, saying, "We teachers are not as such active in doing tasks for learners to be engaged in reading because mostly we teachers are enforced to offer the lesson. Even the principals and other political leaders always enforce us to cover the lesson with the expense of the content and some other related points. This can also be another factor."

Based on T1's (refer to Appendix-F1) explanations, students' reading engagement is affected by personal factors such as poor background knowledge such as language knowledge and external factors like the type of the text i.e. unfamiliar content, the local politicians as well as the school's management. T2 as well noted that students' background experience, the nature of texts and their level of understanding affect their reading engagement in this extract:

> They are poor in their background. They don't have experience in reading. In lower grades, they don't have experience to read texts in class or outside with in the time bounded. … Based on this, the level of the text, if the text is near them, may be simplified. They want to read. And … their level of understanding also, affects them to understand, to engage them in reading activities.

T2 adds that teachers are also very influential in terms of their approach, how they teach. Besides, as he claimed, their parents, most of the time, don't have involvement on their students' skill; parents do not follow their children. Similarly, as T3 elucidated, family background, teachers' reading culture, the school's reading environment (e.g. clean library) and appreciation culture to good readers are causes that affect students' reading engagement. In addition, T3 mentioned the following note on the factors:

> … the personality character of each student also affects their reading habit. We can clearly understand. These days, there are electronics devices; everything is found under one pocket. What a student can do is just browse whatever they want. So, some students are busy in some fruitless activities from their electronic device but others also use them in advantage.

Teacher 3(refer to Appendix-F3) seemed to raise a basic constraint of students reading engagement. In line with this, during informal discussions too, both teachers and parents (who live in towns) have a threat on the tendencies that students spend much of their time on electronic devices like mobile phone, TV and games, which take much of students' reading time.

In addition, another interviewee, T4 pointed out that students' poor language background, lack of motivation (e.g. confidence), implementation of free promotion in lower grades and family burdens are among the challenges that influence students' reading engagement. She asserted that text difficulty, language problem, family education and type of peers influence the students' reading comprehension and in turn their reading engagement. T5(refer to Appendix-F5) has also pointed out that teachers' knowledge about how to teach English, students' hopelessness on their future job security, shortage of authentic materials in the school libraries are factors affecting students' reading engagement.

In short, as regards the impediments that affect students' reading engagement, the teacher participants reported students' personal problems, family constraints, economic problems unfamiliar text, poor language competence, lack of motivation, media, absence of exposure to authentic texts, school principals and local administrators.

4.5.2.6 The Relationship between Students' Reading Engagement and their Reading Achievement

In this section, teachers' reflections on the link between the students' reading engagement and their reading achievement are addressed. All the interviewees have responded that students' engaged reading can be associated to their reading success. T1 (refer to Appendix-F1) states his positive perception and understanding on the link between the two variables in this way:

> I think students who are engaged in reading exercise have a better chance to achieve their exam because students who are engaged in reading have a great access to know the meaning of new words; they have access to understand what is stated in the text. They have great access to be familiar with reading, and finally they can improve their reading habit because reading habit is not a day's task.

This teacher claims that engaged readers achieve better in reading exams reasoning out that these students can read different texts and understand them. In the same token, T2 describes that reading engagement can help students succeed better both in reading and in other subjects, even in their lives. His quote goes like this:

> I believed students who are better engaged in reading activities, they do in exams also, in their lives also. Students who are better reader can become what? a good achievers. As you know, we teach reading, especially for academic purpose to understand other subjects also, to help other subjects. So, students who can read in English textbooks, they can read also, mathematics, physics, chemistry or biology. So, they become a good reader.

Concerning the point in discussion, T3(refer to Appendix-F3) definitely argues that those engaged students will achieve more than those not engaged because, in his view, reading is an activity of self-learning; by reading both curricular and extracurricular activities and materials, reading will help good reader students to be a good achiever. The last but not the least, referring

to her experience, T4 points out that engaged reading is associated to better reading achievement. She voices her conviction as "Yea. Engaged students, they have good performance in their classroom activities and in their exams. So, good readers achieve in their tests, in their exams."

As we can notice from teachers' explanations, the students' reading engagement i.e. having good reading motivation, using effective reading strategies and developing frequent and consistent reading habit can have a close association to their reading achievement. Of course, a teacher may not be expected to refuse this phenomenon. Even so, the respondents have confirmed that English language students' engagement in reading is associated to their reading performance. This finding is in line with the results from the quantitative data and the students' interviews.

4.5.3 Analysis of Classroom Observation Data

Classroom observation was utilized to capture the students' reading engagement, particularly some observable student behaviors as well as cognitive and motivational activities behind the explicit actions or behaviors. Unstructured classroom observations (3 sessions with ech teacher) were conducted with three grade 9 English language teachers in the chool. The observation data were mainly collected through video recordings and some field notes. Based on the lessons learned from the pilot study (video recording by assistant researcher was not effective), the researcher decided to record all observation data by himself, and an assistant data collector took field notes (only in 3 sessions). The assistant failed to take notes except for three sessions due to the English teachers' inconsistencies in their schedules. Then, the researcher managed both the recording and note taking process (when possible). The overall recorded reading activities in the classroom were transcribed verbatim in English. The observation data were used to substantiate and triangulate data from questionnaires and interviews.

Classroom observation data was analysed manually by taking one sample session from each observed teacher. Based on the transcribed video recordings, these sessions were carefully described with some actual instances of the teachers' and (primarily) the students' activities or behaviors in the classroom during reading lessons. Thus, the students' activities are summarized as follows to provide the overall picture of their reading engagement. To analyse the data, the the students' various activities or behaviors are categorized and described mainly in terms of cognition, motivation and behavior as follows.

4.5.3.1 Teacher one's Classroom Observation Data Analysis (Session1)

Topic: B8.5 Reading: When I won the lottery-Page 148

The objective of this lesson was to teach reading comprehension skills based on the given reading passage, titled '*When I won the lottery*' in chapter 8 of the students' English text book.

4.5. 3.1.1 Cognitive Engagement

T1 asked the students to guess the meaning of the new word 'won' from the passage, and the past form of what word it is. Cognitively, some students 5 or 6 replied 'win' in chorus. In this activity, it can be inferred that the students have employed their cognitive ability to answer the question. They have at least remembered what they already know about the word.

Of course, the teacher himself gave the correct answer, saying "win by definition means gaining something." In replying to the question, "what would you do with the money if you win the lottery?", only three students responded: S1 (I would buy a car), S2 (I will buy clothes), S3 (I would buy a house). In fact, some students, about 7 or 8 were raising their hands to respond. This means, they know something about the question. Infact, more students should have raised their hands to answer the question.

T1 instructed the students to read the whole passage and to answer questions. Then, some students started reading. After a while, few others opened their textbooks. Most of them read independently (the students are engaged cognitively at least to some extent). A few students were observed asking their friends about the task (they might have faced cognitive difficulty).

Some students were struggling to solve the meanings of individual words using reading strategies (for example, by translating them to Amharic). However, the teacher told them to focus on the main idea of the text. Now, the students gathered in pairs and thrice to solve difficulties in the text; they shared ideas on it. Here, they use reading strategies like skimming, scanning, underlining etc.

Teacher told them to tell what they generally understand from the passage. A few students (around 5or 6) raised their hands. A student answered correctly, and the teacher approved her answer. For the first question given on the text, a few students seemed to know the answer. Then, a student answered correctly (the question needs the students' reading strategies to be answered).

For another question, students voiced in chorus, “I was speechless.” The question partially requires the students to use their cognition, as they directly looked at the expression and answered correctly. They could apply strategies like skimming and scanning.

For the third question, the students answered in chorus correctly, saying, “Reporter.” For question number 5, the students responded, “waste of time”. Better number of students participated, and cognitive engagement is believed to be applied along with other aspects of engagement. For this question, after they read the text again, the students responded differently (together). A student responded correctly, voicing, ‘paragraph 2’. A few students raised their hands, and they seemed to have got some understanding on the question. Another student replied correctly saying, “because they want the money.”

As these example student activities indicate, the students have employed reading strategies while they were reading the text to some extent. Although it is not to the extent that is expected, they have been cognitively engaged during the reading lesson.

4.5.3.1.2 Motivational Engagement

T1 students’ reading motivation was assessed in the reading lessons by observing their motivational reactions like willingness, self efficacy and interest to be involved in the reading tasks. The same session (session1) is used to show the students’ motivational engagement practices.

In session1, teacher 1 introduced the lesson and explained what the students were going to do. At this time, most of the students lacked readiness and willingness to participate in the reading activities. For example, only a few of them opened their text books on time. For the first pre-reading, warm up question, some students gave answers while most of them were not interested to reply.

When T1 asked, “What would you do if you win the lottery?”, only three students gave their opinion eagerly. Of course, a few of them were showing interest to participate, and they exchanged ideas in their own groups. Many of them were trying to avoid the teacher’s orders. For example, they tried to hide themselves from the teacher’s sight, and they talked about private issues. When teacher 1 observed and supervised them, they started reading the text (for extrinsic

motivation). A few others were opening their books to read. At this stage, most of them tried to read independently and voluntarily (conveying some form of intrinsic motivation). A few students asked their friends about the task (which is an example of social motivation). Again, when the teacher ordered them to get the main idea of the text, they gathered in pairs or thrice to solve difficulties, while few of them seemed to be confused and kept silent.

T1 wrote a question on the board, and told them to stop reading as time is over and to get ready for participation. Next, he asked them to tell what they generally understood from the passage. A few students raised their hands willingly. A student answered correctly, and teacher approved her answer. Afterwards, T1 told the students to do the set of questions in which they need to find out a particular answer for each question. For the first question, a few students seemed to be interested to answer because they might have understood the question. To sum up, the students applied similar type of motivational engagement until the end of the period though there was a little improvement to the end via the teacher's encouragement.

4.5.3.1.3 Behavioral Engagement

The students' behavioral engagement or reading habits were also observed during teacher 1's reading lesson, in which the preceding discussions were made. The students were found to be less engaged behaviorally.

Teacher 1 asked the students to guess the meaning of a new word 'won' in the passage and the past form of what word it is. Then, some students replied saying 'win' in chorus. In fact, many of them were not behaviorally active to answer the question; they were not ready for hands on activities. T1 himself answered another question for the students could not answer it.

When T1 asked, "What would you do if you win the lottery?", only three students raised their hands and reflected their opinions. Next, he told the students to read the whole passage and then to answer questions; however, they were not responding to the teacher's orders actively (in hands on activities). Next, when T1 observed and supervised the students, they started reading. Few others opened their books. Most of them tried to read independently, but they did not have consistency and persistence on the task. After a while, T1 told them to read and understand the main idea. At this time, students gathered in pairs and thrice for reading to solve difficulties (the

physical activities indicating the students' reading habits). Few students seemed to be confused and kept silent. They also lacked readiness to participate on the task.

In another instance, the teacher asked them to tell what they generally understood from the passage. A few students raised their hands (partially behaviorally engaged). T1 invited a student who raised her hand, and she answered correctly. The teacher confirmed the answer. Afterwards, he ordered the students to do the set of questions in which they need to find out a particular answer for each question.

He read the first question, and he added, "Who can quickly tell us under which paragraph and under which line can we get this technical word"? A few students seemed to be interested toanswer. A student answered the question, and another student replied to the same question while few students raised their hands. Finally, the students replied to the question together. Next, he asked, "What did the reporter want to know?" Relatively some students responded to the question by raising their hands. T1 wrote the question on the board, and a few students were writing from the board. Then, students replied, "reporter" in chorus (not audible).

The teacher also asked, "Why did the writer's family think it is waste of time?" Then after, the students responded, 'waste of time.' They participated better physically and orally; they were also volunteer to speak. Then, after they read the text again, the students responded differently, but a student raised his hand and replied, 'paragraph 2' (correct answer).

Lastly, the teacher invited the students to do question number 6, "What has the writer finally decided to use the money for?" Then, a few students raised their hands, and about 5 students gave answer to the question until the last student got the correct answer. They exhibited better reading engagement (hands on activities) and patience to stay on reading. As per the types of texts the students read, they read the text book during the three lessons with no option throughout the year.

Finally, T1 asked the Ss what they understood from the reading passage. A few students replied individually and in chorus. In general, the students were less involved in the reading activities behaviorally

Summary of T1's Classroom Observation

The preceding sample classroom observation is one of T1's sessions which are similar in nature. As the description indicates, the students had limited engagement on reading activities. A few students were participating in class. Most of the time was taken by the teacher, and he was probing the students again and again as they did not respond to questions with curiosity and competition. They did not seem to have good reading strategy use in that they were less attentive while reading. From their limited responses, it can be inferred that because they partly did not use reading strategies effectively, they could not answer questions that demand strategies like skimming and scanning. Most of them were also exhibiting low motivation to read the text and to answer questions based on it. They were even motivated to read for extrinsic reasons. With reference to their reading habits, they read only their text books, prescribed by the curriculum, which are also limited in number and their exercise books. They have not choice of reading materials. The teacher could not bring authentic texts to the students because he has to finish the text book with in the year. Thus, it is possible to conclude that the students read academic texts in the reading classes. Besides, they were not active on other hands on activities. Finally, the students with T1 were less engaged during the reading lessons in terms of reading strategy, reading motivation and reading behavior.

4.5.3.2 Teacher Two (2') s Classroom Observation Analysis (Session 1)

Although about 50 students were expected to attend the lesson, some chairs were observed empty. After entering class and greeting the students, T2 started cleaning the blackboard. Then, he wrote the title of the passage on the board.

Reading: A Festival in Ghana

4.5.3.2.1 Cognitive Engagement

Teacher 2 told students to pay attention and to takeout their textbooks on page 161 to read a passage. The students were watching and listening to him while a few students were opening their textbooks. Firstly, he wrote the word festival on the chalkboard and asked, "What does the word festival mean?" He repeated the question. However, no student responded; they didn't try (there is no action cognitively). T2 wrote the meaning of festival–to show or to do something to

show that day is important. He repeated the meaning, and gave them example to make it clear. He even translated the meaning of festival in to Amharic, and they got some understanding.

However, no one answered; the students seemed to be confused and uninterested. Some of them lacked confidence to answer though they appear to know the answer. They could not guess the meaning of 'festival' based on the context or based on their cognitive memories. He asked the students to tell the meaning of another word, 'rituals'. Now, the students answered, "Ceremony" (correct answer). They seemed to have better concentration and strategy use. The teacher approved uttering, "ceremony!", and he told them The Ethiopian Easter as an example, and asked them, saying, Isn't it?" Then, the students said, "yes." At this time, they became better cognitively; they understood the idea better.

After translating the word (ritual) in to Amharic, he asked the meaning of next word, "What about sacred? The students answered, "Holy." And T2 said, "Holy, or what?" (He translated in to Amharic) ok; sacred. Now, the teacher ordered them to read the text silently. Read it, and try to understand." He monitored the students, by walking to each group or table. He said, "Read it silently." At this point, a few students were ready to read; they were at least with text books. However, the majorities of the students were not listening to the teacher, and were not cognitively ready. Some of them were even sitting without textbooks. The teacher made a few students to share books with others. The teacher wrote the meaning of a few words on the board. Then, the students diverted their attention to taking notes (partially cognitively engaged).

T2 told them to read silently and not to discuss, but simply to understand (students were not concentrating cognitively). Still few students change seats in search of text books. He also ordered students to sit with students having text books. The students lacked readiness to the lesson. Then, he said, "Let us finish reading and try to do the comprehension questions on page 162, Activity 2. Do orally. Try to answer it" but, the students were busy in writing some notes from the board, giving attention to the notes.

The teacher made some students close their exercise books, and students started reading the text book, being cognitively engaged to some extent. He supervised them until they finish, and said, "Let us do it together." Then, he asked question number 1. He probed the students, but they

responded nothing. They didn't understand the text. He gave explanations to make the question clear. Then, they voiced, "in Ghana" (correct answer).

The teacher asked the second question, but students didn't raise their hands. He invited a student and she answered correctly. Then, he went to the third question and asked them to answer. Some of them whispered and murmured eventhough they knew the correct answer. Some of them focused on the text books. But, no one answered the question due to lack of understanding and hesitation. The teacher seemed to be hopeless on the students' ability and effort.

A few students seemed eager to answer the question, but they couldn't raise hands. Then, he told one example and asked them to tell another. Afterwards, they uttered, "blessing". Until the end of the exercise in the text book, students responded with in 5 or 6 instances individually or in chorus in such a way that showed their cognitive efforts or the use of reading strategies. Although the students' survey and interview data revealed that the students are better engaged cognitively, the observation data indicated that they are not that much engaged cognitively.

4.5.3.2.2 Motivational Engagement

The students in T2's reading lessons have generally demonstrated low reading motivation. In his reading lesson, *A Festival in Ghana*, T2 told Ss to pay attention and to takeout their textbooks on page 161. Some students were watching and listening to him with some eagerness and curiosity. Firstly, he wrote the word 'festival' on the chalkboard and asked, "What does the word festival mean?" He walked around and probed them in different ways. However, no student responded; they didn't try. He wrote the meaning of 'festival' – to show or to do something to show that day is important. (He repeated the meaning). He said, also "Celebrate." A few students appeared to be motivated to participate.

He explained the term clearly and, he translated the meaning of 'festival' in to Amharic and gave the students the Ethiopian holiday, Easter as example. The students seem to be confused and uninterested, and no one answered. Some of them lacked confidence to answer though they seemed to know the answer. Next, he asked, "What about rituals?" (wrote on the board). He wanted the students to guess the meaning of the word 'ritual.'

Students replied, “Ceremony” in chorus. He approved, “Ceremony!” Then, he described Easter holiday for comparison. He asked, “Isn’t it?” The students voiced, “Yes it is.” Now they get motivated a little bit. After translating the word in to Amharic, he asked the meaning of next word, “What about *sacred*?” The students answered, “Holy.” They demonstrated a little motivation to answer. T2 said, “Holy, or what?” He translated in to Amharic. Ok; sacred. Now, he said, “read it silently. Read it, and try to understand.”

He monitored the students, by going to each group. He said, “read it silently.” At this point, a few students were ready to read; they were with text books at least. However, most of the students were not listening to the teacher. Some of them were even sitting without textbooks. T2 cleaned the board, and wrote the meaning of a few words on it. The students diverted their attention to taking notes with better interest. It seemed that writing what they see is easier for them than reading and understanding.

4.5.3.2.3 Behavioral Engagement

The students attending reading lessons in T2’s class were not reading the text persistently and consistently. They stop reading here and there. The activities in the cognitive or motivational aspects indicate that the students had limited behavioral engagement. They had limited participation or hands on activities during the lesson. The teacher was encouraging them throughout the period to be involved in the reading tasks. The students primarily read academic texts, which is a trend in all teachers.

Summary of Teacher 2’s Classroom Observation Data Analysis

To sum up, grade 9 students in T2’s reading class were less engaged. As the above descriptions indicate, there were a few circumstances in which the students were involved in the reading tasks. While answering the 8 questions, a few students were active and willing cognitively to respond to the questions while most of them were passive. They appeared to have limited reading strategy use because they could not understand the text even to answer simple questions that require common reading strategies like skimming, scanning and previewing. They were also less interested and curious to be involved in the reading tasks. They were trying to avoid the reading tasks. This means the students have low motivation to read texts. One noticeable motivational behavior they showed was they interact each other although it was mostly for the

purpose of asking help and for private issues. They also exhibited weaker reading behaviors during reading lessons in that they lacked persistence and attention to read the text. Besides, they read only the text book in the classroom without any choice (though this is not their weakness). Most of them also participated less on hands on activities. Their reading experience did not help them to appreciate and understand texts as readers with good reading habits have good speed, motivation and reading strategy use.

4.5.3.3 Teacher 3's Classroom Observation Data Analysis (Session 1)

Topic: When I won the Lottery

4.5.3.3.1 Cognitive Engagement

T3 told the students to take out their textbooks on page 148, and she introduced the topic. Then, the students opened their textbooks and exercise books. A few of them were not clear, and the other few were not ready to react. T3 told them to read the passage and answer comprehension questions. Then, she asked a general question: "What would they do if they win the lottery?" However, the students didn't raise their hands; they didn't understand the idea conceptually. Cognitively, they didn't understand the question. Afterwards, she gave her own examples, and invited a student who answered correctly. The teacher approved the answer and invited the students to answer. A few students raised their hands to answer. Three students gave their opinions because they seemed to get good understanding from the example. Next, she asked, "Do you think winning a lottery or gaining money makes you happy? Happy or not?" The students replied, "Happy" in chorus. At this point, some students responded actively. (They appeared to be cognitively active). After wards, she told them to read the text silently and individually. She supervised and helped a few students, and some students started reading (engaged cognitively to some extent). T3 told them to read silently, without moving their lips, and only by their eyes. However, most of the students preferred to discuss on the topic (read in group), rather than reading individually, may be due to lack of understanding. A few of them were not still clear.

At some point, the teacher said, "if you finished, you can tell it to your friend. Discuss with your partner about what you read. What did you read about? Tell me." She repeated the question. Nevertheless, the students did not raise their hands. Some of them whispered to each other. The

teacher continued encouraging students, and invited two students. But, no one answered. They didn't seem to understand the concept (cognotively) eventhouth she paraphrased the question. Then, she told them to answer questions (1-7) individually and to write their answers on a piece of paper. She tried to help them by clarifying the instruction in their mother tongue. Most of the students discuss on the answers, and a few students were passive. Few seemed to be confused on what to do. The students didn't seem to comprehend the passage. They mostly focus on group work rather than individual tasks.

Next, she told them to do the questions, and said, "Who can tell us?" Some students raised hands. She invited a student, and the student answered correctly. The teacher rewarded the student, and asked the second question. She paraphrased it. But no one responded as they were not cognitively ready and clear; she invited a student who answered correctly. Another student tried, but she didn't answer. No other student responded to the question, and the teacher herself answered the question. The text appeared to be difficult to them. For the next question, a student gave answer and T3 appreciated it. Then, question number 5 was not totally answered by the students. Question number 6 was answered by a student while most of the students were confused and silent. For the last question, teacher invited a student to answer and the student gave the correct answer. Generally, as the preceding descriptions of instances point out, the students' cognitive engagement was inadequate. Although the students showed improvements from the beginning to the end, they lack cognitive readiness, concentration and commitment, which may also be associated to their motivation and language proficiency.

4.5.3.3.2 Motivational Engagement

The students' motivational engagement in T3's reading lesson was not substantial. Let us consider the performances that indicate the students' reading motivation during the reading lesson. Teacher 3 told the students to take out their textbooks on page 148 and introduced the topic, 'When I Won the Lottery'. A few of them were not clear, and the other few were not interested and eager to react (lacked motivation to read). In the next instruction, she told them that day they are going to read the passage and answer comprehension questions that follow. Nevertheless, students didn't raise their hands, and most of them didn't seem to be happy. Hence, as she invited a student, he responded to the question. This shows that even though they know answers, they do not try to answer due to lack of motivation like self-efficacy and

confidence. After the teacher rewarded the student, and invited the students, a few students raised their hands to answer. Four students gave answers to a question.

In another instance, the teacher asked, “Do you think winning a lottery or getting money makes you happy?” Then, she observed the students seeking for participation, and said, “You will be happy or not?” The students replied, “Happy” in chorus. She appreciated the answer and asked the feelings of their families if they won a lottery. Then she said, “They will be happy or not?” They responded, “Happy” (in chorus). At this time, some students responded actively, and most of them were relatively motivated.

Next, she ordered them to read the text silently and individually by clarifying what the activity is about. Then, some students started reading, and a few ones were confused and unhappy. Still, some students were off-task due to lack of interest and self-confidence. Most of the students preferred to discuss on the topic rather than reading individually. In fact, the students’ better quality during the reading lesson was their social interaction as an aspect of motivation. The teacher asked if they have finished, and the students said, “no” and continued to read the passage as the teacher allowed them to continue. She supervised the students, and said, “have you finished now?” (after 2 minutes). Then, some of the students said, “Yes”.

Again, she said, “If you finished now, tell it to your friends. Discuss with your partner about what you read. Please say something on the text. What did you read about?” Students did not raise their hands. Some of them whispered to each other. Then the teacher probed them again and again, and invited a girl. However, they didn’t seem to have willingness and confidence.

Then, she passed to the questions in the textbook, and she said, “Now, here are some questions, 1 up to 7.” She told them to answer individually. After wards, T3 moved around and accepted questions for help. The students also asked her for clarification. She tried to help them by clarifying instruction in their mother tongue. Students asked her because they were a little bite initiated to do the activity. Most of the students discussed on the answers, and a few students were passive. Few seemed to be confused. A few also pretended or avoided the reading tasks.

T3 still moved to monitor and help the students. Students mostly focus on group work rather than individual tasks. She instructed the students to write answers on a piece of paper. The students discussed their work in Amharic. Then, the teacher spoken, “Ok. Now let us do it together. The

first question, all of you please, listen and let us discuss. What was the writer's reaction when he heard that he had won the lottery?" She said, "Who can tell us?" Some students raised hands, and T3 invited a student.

A student answered, "I couldn't believe my good fortune" (right answer). The teacher approved the answer and gave explanation. Afterwards, she asked the next question. By considering the students' silence, she invited them by calling their names. Then, she said, "no idea? Say something." She called a student, and said, "Can you try?" She rephrased the idea and asked the reason? "Who can try?", but no one seemed to reply (lacked motivation).

After a while, a student uttered, "Because …about his house (approaching to the correct answer). The teacher voiced, "Ok. That is good", and she gave the correct answer. Then, the question and answer process continued in this way up to the seventh question, and there was a little improvement to the end of the exercise in the students' motivational involvement. However, as the example details indicate, the students in T3's class were not well motivated to be involved in the reading tasks. They were not exhibiting a sense of competition, curiousity, eagerness and enjoyment.

4.5.3.3.3 Behavioral Engagement

Students in T3's reading classes were less engaged behaviorally. Of course, behavioral engagement is the reflection of cognitive and motivational engagement. When students are motivated to read and understand a text, they can participate on different activities. They can also read persistently and consistently. As was discussed in the two aspects, out of around 40 students in class, only few students were raising their hands to participate on a single question. Besides, the students were not consistent and persistent while reading the text which shows that the students do not have good reading habit.

Summary of T3's Classroom Observation DataAnalysis

As the above description depicts, T3 was struggling to help the students to better participate in the reading tasks. However, the students were less interested, and participated less in the reading activities. In fact, she has taken much of the class time to encourage them to be involved in reading tasks. In this class, the majority of the students, like her other two classes, were not as

such engaged in different reading activities. They responded to the different questions only in a few instances. They were interacting in contexts like asking for clarification from their peers and rarely from their teacher. Few questions were not even answered by the students though the teacher tried her best to probe them. This indicates that the students could not comprehend texts for they are weak strategically, motivationally and behaviorally. They were not in a position to face challenges and to show a sign of competition among themselves. Although the students were discussing in pairs or in groups to help each other, mostly they were not on task for individual activities. Thus, in line with the preceding description, it is possible to conclude that T3's students were not engaged readers in the reading lessons.

4.6 Discussions and Implications of the Study

This section is devoted to presenting the discussions of the findings in line with the existing research outcomes. The findings of the study are substantiated by reviewing prior research outcomes regarding reading engagement. The discussions surrounding these findings are organized according to the seven research questions to ensure coherence and clarity. Moreover, implications and limitations are presented subsequent to the discussions of the findings.

The Relationship between Students' Reading Engagement Aspects and their reading Achievement

Research question 1 found out the relationship between the aspects of reading engagement i.e. strategy, motivation, and behavior and reading achievement among grade 9 students. Pearson correlation analyses findings (refer to Table 4) reveal that strategy, motivation, and behavior are positively and significantly correlated with reading achievement. The findings indicate moderate, positive, as well as statistically significant relation between students' use of reading strategies and reading achievement, while low, positive, and significant relations were found between reading motivation and reading achievement, and reading behavior and reading outcome.

The positive and significant correlations identified between the aspects of reading engagement and reading achievement indicate that grade 9 students are inclined to attain high levels of reading achievement in EFL reading classes when they effectively employ reading strategies, possess a strong reading motivation, and read texts regularly and consistently. Students' and teachers' interview data also confirmed that students score relatively better results in reading

when they are strategic, motivated, and persistent and frequent readers. Collectively, the findings reveal that grade 9 EFL students' reading engagement is associated to their reading achievement when they read various texts in English.

The finding of the relationship between reading engagement aspects and reading achievement is consistent with the results of previous researches. Guthrie and Wig field (2000) and Guthrie et al. (1999) have disclosed a significant relationship between reading engagement and academic [reading] achievement. Similarly, Protacio (2013) indicated that students who exhibit disengagement in reading often correspond with lower levels of reading achievement in EFL reading classes. This finding implies that engaged readers are those who score higher reading achievement. Correspondingly, Mete (2020) disclosed that reading engagement levels and reading comprehension achievements have shown high, positive and significant relationship among grade six students. In addition, Wigfield et al. (2008) have demonstrated a significant correlation between reading engagement and reading comprehension among grade four students.

Regarding the correlations between each domain of reading engagement (strategy, motivation and behavior), and reading achievement, previous results have gone constant with the results of the current study. Thus, in this study, grade nine students' reading strategy use was associated with their reading achievement. Consistently, Sari (2017) indicated that a positive and significant correlation was observed between students' reading strategy use and their reading comprehension achievement among secondary school students. Similarly, in a study conducted on senior secondary school learners, Nizzam (2016) discovered a significant relationship between the reading strategies employed by students and their level of reading proficiency. Furthermore, as demonstrated by Tercanlioglu (2004) and Pan (2020), a positive correlation exists between the reading strategies employed by university students and their success in reading comprehension.

In contrast to the findings of the present study, Ghavamnia and Kashkouli (2022) revealed that a meaningful association was not observed between undergraduate freshman students' reading performance and their reading strategy use. Taken together, it can be concluded that there is a correlation between the reading strategies employed by students and their reading outcomes. Thus, the results of this research suggest that reading strategy instruction should be given for

secondary school students to engage them in reading activities and to enhance their reading comprehension outcome.

With regard to the finding on the correlation between reading motivation and reading achievement, Guthrie et al. (1999) revealed that grade 10 students' reading comprehension was significantly associated to motivation and reading efficacy along with other factors. In fact, these authors have treated motivation and self-efficacy as different variables, which are conceptualized as motivation in the current study. Baker and Wigfield (1999) disclosed that the different aspects of reading motivation are associated differentially to students' reading activity and outcomes on reading achievement tests. Wang et al. (2020) also unveiled that intrinsic reading motivation positively and directly in fluences reading achievement. In the Ethiopian context, Kedir and Demis (2024) conducted a study on the reading motivation of second-year students at Gambella University, utilizing the Motivations for Reading Questionnaire (MRQ). Their findings revealed a robust and significant correlation between various domains of reading motivation and the students' reading comprehension abilities. Collectively, grade 9 students' reading motivation was associated to their reading achievement in reading lessons. This suggests that teachers of English language ought to develop diverse strategies aimed at inspiring students to actively participate in reading activities and to understand texts proficiently.

Finally, grade 9 students' behavioral engagement or reading habit was significantly associated to their reading achievement. In line with this finding, Acheaw and Larsen (2014) disclosed that the reading habits of students significantly influence their academic performance, demonstrating a positive correlation between these habits and their overall academic success, which includes reading proficiency. Fatiloro et al.'s (2017) study on college students also revealed that efficient reading habits are associated to academic performance, reading performance being an aspect of academic achievement. Furthermore, Abid et al. (2023) demonstrated that there existed a moderate and positive association between students' reading habits and their academic performance in English. The implication of this result regarding students' reading behavior suggests that, given the correlation between effective reading habits and reading success, secondary school students in Ethiopia should be provided with access to a variety of authentic materials that cater to their interests and preferences.

The predictive ability of the three aspects of reading engagement (strategy, motivation and behavior) together on students' reading achievement

The second research question assessed the predictive ability of the various aspects of reading engagement on reading achievement. The results from multiple regression analyses (Table 8) show that the combination of strategy, motivation, and behavior serves as a statistically significant predictor of reading achievement (R^2=0.129, p <0.05). The Adjusted R^2 was also found to be 0.117 (modest fit), which indicates that the predictors are relatively good in predicting secondary school students' reading achievement in EFL reading classes. The results suggest that the reading engagement aspects of grade 9 students predict their reading achievement when they read different texts in reading classes.

The findings regarding the predictive power of the set of reading engagement aspects on reading outcomes support previous research findings. Guthrie et al. (1999) and Wigfield and Guthrie (1997) asserted that reading achievement is dependent on and is predicted by how much time a student reads and how involved s/he is in the reading task. In this regard, Taboada et al. (2013) also found out that reading engagement was a predictor of reading comprehension and reading achievement at elementary school level. Likewise, Lee's (2017) research results displayed that behavioral reading engagement and motivational reading engagement were significant predictors of students' reading performance.

The aspect of reading engagement that best predicts reading achievement

The third research question sought to determine the extent to which each aspect of reading engagement contributed to the students' reading achievement. Standardized regression coefficient analyses (Table 9) revealed that among the reading engagement aspects, only reading strategy positively and significantly predicted students' reading achievement (β=*0*.362, p <0.05*)*. Conversely, motivation and behavior were not significant predictors of achievement in reading. The findings align with Sari's (2017) study, which showed that the application of reading strategies significantly predicted reading comprehension performance among secondary school students. Similarly, Kamran (2012) disclosed that EFL students' general reading strategy usage was the predictor of reading comprehension test scores, with a low predictive power.

As opposed to the findings of this study, regarding the predictive capacity of reading motivation, Lee (2017) discovered that emotional involvement, which pertains to a sense of belonging, has significantly predicted learners' reading achievement. By the same token, Kedir and Demis (2024) who carried out a study on the reading motivation of university students showed that reading motivation aspects in combination strongly predicted students' reading comprehension ability among university students. Pertaining to reading behavior or reading habits as a predictor of reading achievement, Resta et al. (2023) divulged that students' reading habits significantly predicted their reading comprehension achievement. This finding contrasts with the results of the current study, which pointed out that reading behavior was not a significant predictor of reading achievement.

The frequency of the students reading strategy use when they read texts in English

The fourth research question examined the cognitive aspect of reading engagement i.e. the level of grade 9 students' reading strategy use. It also looked in to the type of reading strategy which the students most frequently apply. As the findings of the descriptive data analysis revealed, the mean score of the reading strategy use for the students was high. As per the mean scores of the subcategories, the participants scored higher in global strategies followed by problem solving strategies, both of which are high. Conversely, they reported support reading strategies at an average level, which is relatively the least frequently used strategy.

This finding about the categories of reading strategies contradicts the results presented by Sari (2017), who studied reading strategies using the same tool (SORS). Sari's findings indicated that secondary school students predominantly favored problem-solving strategies, while they utilized global reading strategies the least. In addition, Sari confirmed that the students' use of reading strategies was categorized within a moderate range, while the current study revealed high strategy use based on the survey result. Consistent with the finding of the current study from interview data, according to Rastakhiz and Safari (2024), intermediate students most frequently preferred support reading strategies for their reading comprehensionactivity followed by problem solving strategies. Interview data confirmed that grade 9 students use support strategies most frequently followed by strategies of problem solving, while they use global reading strategies less frequently. The researcher's judgment is that interview data findings may be more reasonable. Inspite of the survey findings, teachers' interview revealed that the students have a

moderate or below type of strategy use. Furthermore, although it is less possible to judge the students' mental processes using observation, most of the students were struggling to comprehend reading passages during reading lessons; this means they were not that much effective in comprehending texts partly because of their reading strategy use. Taken together, the students possessed certain awareness of the application of reading strategies (metacognition) and have some amount of these strategies use while engaging with texts in English.

The level of the students' reading motivation in EFL reading classes

The fifth research question assessed students' motivational engagement; it found out the extent of the students' reading motivation and the motivation aspect they most frequently apply when they read texts in English. Questionnaires, interview and classroom observation data were utilized to answer this question. Based on the descriptive analysis (Table 2), the students were found to be moderately motivated to read texts. The value suggests that the mean level of the students' reading motivation was medium. As qualitative data from students' interview indicated, the students reported that they have better reading motivation when they engage in reading texts. However, teachers' interview and classroom observation data indicated that the students were demonstrating weak reading motivation during reading lessons.

With respect to the subcategories of motivation, the participants applied or preferred extrinsic motivation most frequently when they read texts in English language. This value is followed by self-efficacy, intrinsic motivation, social motivation respectively, each indicating a moderate frequency of reading motivation. The least frequently used reading motivation was reading work avoidance.

Thus, it can be inferred that Basso General Secondary School grade 9 students mainly read texts for extrinsic reasons, followed by their self-efficacy or self-confidence for reading. In other words, the students were reading mainly to get external rewards i.e. to pass exams and to fulfill their teachers' requirements like classwork and home work, and next to satisfy their self-beliefs. Though the students argued that they are motivated readers, e.g. self- efficacious, curious and good readers, teacher interview and classroom observation revealed that they mainly read for extrinsic values during reading lessons. They were also observed exhibiting some behaviors of avoidance on reading activities; most of them were reading texts in class if there were immediate

rewards like marks and oral reinforcements. This finding agrees with the findings of previous researchers' results (Tercanlioglu, 2001). In contrast to this finding, Guthrie and Wigfield (1997) disclosed that students were more motivated to intrinsic reasons than to extrinsic reasons.

The reading frequency of the students' academic texts and non-academic texts

The sixth research question explored students' reading behavior or the types of texts (academic or non-academic) the students read and the frequency in which they read these texts. As the descriptive statistics (Table 3) indicated, the students had generally low frequency of reading different texts. Among the two aspects of reading behavior, grade 9 students read academic texts more frequently whereas they read nonacademic texts relatively less frequently. Both the students' and the teachers' interviews as well as classroom observation data also disclosed that the students usually read academic texts, especially for exam and test purposes, and they rarely read nonacademic texts for enjoyment. Hence, it can be established that grade 9 students predominantly engage in reading academic texts, including textbooks and exercise books, while their interaction with non-academic texts like magazines, newspapers and fiction, occurs less frequently. Moreover, the analysis of various tools indicates that the students exhibited low frequency of reading in English lessons.

The finding on students' reading behavior supports Clark and Foster's (2005) study on primary and secondary school students. They asserted that reading for pleasure aids children in many ways, but evidence also indicates that young people's reading for pleasure may be declining. Moreover, Acheaw and Larsen (2014) in their study conducted on polytechnic students found that learners primarily read for the purpose of passing examinations. Likewise, Dolfino (2019) confirmed that the majority of the university college students were reading to get good grades, and they achieved it by concentrating and staying up on the lesson. Pertaining to students' current reading habits, Palani (2012) claimed that because of the impact of mass media, people do not have adequate interest to read books, magazines and journals, among others. Tercanleoglu (2001) also revealed that students read most frequently for schoolwork. These findings suggest that students mainly read when they are urged by their learning purposes and when they should fulfill their teachers' requirements. It is self-evident that, these days, the print media has been highly affected by the electronic media, and thus, authentic materials like magazines and

newspapers are not as such available. In addition, reading authentic materials for the sake of enjoyment is not considered as a habit among the vast majority of the young generation.

The major reasons influencing students' reading engagement in reading classes

The last research question was intended to describe the major reasons that influence students' reading engagement in EFL reading classes. Based on the qualitative data analyses, interviews and classroom observation data, various internal and external factors were reported by students and teachers. Interview data revealed that the major reasons affecting grade 9 students' reading engagement are poor language competence, lack of motivation, their English teachers, preference to games and watching TV (media), unfamiliar texts and lack of exposure to authentic materials. These findings on the reasons impacting students' reading engagement support previous researchers' findings with respect to each specific factor.

Concerning the students' personal factors like motivation, Guthrie (1996) argues that the reading involvement is influenced by different factors that students bring to their engagement with a text. These factors include self-concept, selfesteem, prior knowledge and interest pertinent to the text's subject, motivation to learn, critical thinking and planning abilities. Likewise, Dolivan (2011) pointed out that characteristics of second language learning such cognitive and social features, individual learner differences, motivation, learning styles as well as learning strategies have impact on students' reading engagement

With regard to the influence of the various media on students' reading engagement, Palani (2012) disclosed that, in contemporary society, the practice of reading has diminished in significance, as both the younger and older generations are increasingly drawn to television. This means because people spend much time on the media like TV, they do not read for enjoyment; they are not engaged in reading as they do not read consistently and frequently.

Besides, as per Palani (2012), with regard to the students' preference to academic reading, teaching students for examinations or tests seems to be the most important part or the reason of the educational system. This claim seems to be a typical case for Ethiopian secondary schools as the classroom teaching and learning process mainly focuses on equipping students for school, regional and national exams instead of helping students to foster their engagement in reading

skills, reading motivations and reading habits. To this connection, researchers confirm that students' reading engagement declines due to lack of exposure to different texts. Alvermann (2005) and Protacio (2013) assert that students predominantly engage with textbooks within their subject-specific classrooms, resulting in limited exposure to diverse and interesting reading materials. Protacio (2013) also states that learners who read for enjoyment should find enough time for reading the books of their interest in their spare time because they may not get books that interest them in their subject area classes. Considering teachers as an external factor, Gambrell (1996) states that students who have teachers who are passionate about reading and who read a lot themselves tend to achieve better in reading than students who don't have these teachers.

In sum, this section has dealt with the discussions of the study's findings in terms of previous authors' findings. The findings of the study have supported the results of the existing researches, and they have argued some other findings. To the author's knowledge, the research appears to be the first one that investigates reading engagement comprehensively through the lens of the three primary dimensions, cognitive, motivational, and behavioral while also considering their relationship with reading achievement. The research is also different in that it applied a mixed methods research design including both quantitative and qualitative methods to collect and analyze data. Besides, is is differentiated from other engagement researches in terms of its focus; it studied the levels of students' reading engagement and reasons affecting their reading engagement, in addition to studying other perspectives. Further more, it has included teachers as sources of data in a reading engagement study. What is more, it has utilized classroom observation as a data collection tool, which is almost a neglected tool in the field of reading engagement study.

4.7 Implications of the Findings

Reading engagement is a recent multidimensional construct, and it can be concluded that most quality learning can be associated to it. Thus, in this research, various learning theories were introduced and utilized as a theoretical framework to consider the diverse characteristics of reading engagement. The constructivist learning theory, the cogntivist learning theory, the behaviorist learning theory, self-determination theory and engagemet theory were employed. As a multifaceted concept, engagement integrates many learning concepts, and it can contribute to

language learning theory and pedagogy by informing various models and strategies for the dynamics of language instruction. In line with this, Guthrie (2019) confirms that the engagement model of reading development is an emerging pedagogy and can be employed as effective pedagogy in the context of language instruction from KG up to grade 12. Similarly, the reading engagement model developed for this study is expected to be crucial to improve secondary school students' reading achievement. Thus, reading pedagogy and reading instruction can benefit a lot from the findings of this reading engagement study.

Hence, the findings of this study are believed to have substantial implications for different stakeholders in the Ethiopian language education context. The findings imply that stake holders like policy makers, curriculum specialists, material developers, educators and researchers should give a due attention to students' reading engagement and strategies to implement it and in turn to enhance their reading achievement.

This study can inform policy which is aimed at improving secondary school learners' reading literacy and reading achievement. Ethiopian policy makers may consider the inclusion of reading engagement in the education policy to improve students' reading achievement based on reading engagement findings. Curriculum designers can also integrate effective strategies confirmed to foster secondary school students' reading engagement in to the Ethiopian language course designs in such a way that the curricula are more interactive, motivating and diverse, and are mainly geared to learners' interests. Thus, textbooks and other materials for Ethiopian secondary school English lessons may be designed by employing the models, methods and strategies established to enhance students' reading engagement. Then, Ethiopian material developers had better prepare secondary school English text books by taking in to account the students' interests, background knowledge, sociocultural contexts and levels. As such, English language teachers are also expected to understand and apply different reading engagement strategies that foster students' reading motivation, reading strategy and reading behaviors in reading classes. It is also good if they have the awareness of the reasons that impact their students' reading engagement in reading classes. What is more, education and language researchers could divert their attention to reading engagement for the improvement of reading liretacy and reading achievement.

Over all, language pedagogy in Ethiopia should practically focus on the preconditions for reading engagement. Language instruction must also give attention to concerns of what makes language learning engaging for learners both inside and outside of classroom settings and what factors are involved in an engaging instructional context.

4.8 Limitations of the Study

The study has examined the reading engagement of secondary school students in EFL reading classes. It has established the correlation between the three aspects of reading engagement among 9th grade students and their reading outcomes, as well as identified the predictive power of these engagement domains: strategy, motivation and behavior on their reading outcome. Furthermore, the study has examined the level of students' reading engagement in reading activities across the three specified dimensions. Furthermore, it has described the primary reasons influencing students' reading engagement. Nevertheless, certain limitations persist concerning the investigation of reading engagement, and this study acknowledges a few ones.

At first, this study did not determine the causal association between the aspects of reading engagement and reading achievement at the classroom level. Should an experimental research approach be employed to explore the cause-and-effect dynamics between these two variables, it is possible that distinct outcomes would emerge regarding the effect of reading engagement on learners' reading comprehension and their overall reading achievement.

Secondly, the study was carried out on grade 9 students of one general secondary school. It didn't include other grade levels of secondary school (grades 10, 11 and 12) as well as other secondary schools. Hence, further study that includes all grade levels and other secondary schools should be carried out to get more generalizable findings on reading engagement i.e. to achieve generalizable findings to other grade levels and other secondary schools.

Besides, the research is a cross sectional one; the data were gathered once in the course of study. However, reading engagement is a broad and multidimensional concept. Thus, future research should consider studying secondary school students' reading engagement using longitudinal studies that apply the collection of data in an extended period of time. In addition, one of the strengths of this research is employing mixed methods research design and a less implemented research tool, classroom observation. However, the researcher has found that employing

unstructured classroom observasion at a classroom level- observing all students at a time is very challenging. All the students' activities regarding the three aspects of reading engagement cannot be captured and observed via observation as engagement is mainly an internal activity. Therefore, future mixed researches on reading engagement should examine more extended studies including qualitative data collection tools like think aloud protocols.

Furthermore, unusually, the research has involved teachers as sources of data, in addition to the students. However, reading engagement is related to many stakeholders like policy makers, curriculum designers, schools, teachers and parents. In this sense, further research has to consider other stake holders as sources of data in reading engagement study.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY

5. Introduction

The study investigated grade 9 students' reading engagement in EFL reading classes. Conducted in Basso General Secondary School, North Shewa Zone with a sample of 230 students, the study employed a mixed methods research design, using questionnaires, reading achievement test, interviews, and classroom observation as data collection tools. Quantitative data were analysed quantitatively using SPSS (Version, 25) software, and qualitative data were analysed qualitatively. Findings and discussions of data were made in the preceding chapter. This chapter presents the summary, conclusions and recommendations of the research.

5.1 Summary

Correlation analysis revealed that Basso General Secondary School grade 9 students' reading engagement domains were related to reading achievement in EFL classes. The three aspects of reading engagement: strategy, motivation, and behavior demonstrated a positive and significant relationship with students' reading achievement ($p < 0.05$). A moderate and significant relationship was observed between reading strategies and reading achievement. Conversely, reading motivation and reading behavior exhibited a low and significant correlation with reading achievement. Both students and teachers in their interviews confirmed that students' reading engagement and its three domains are related to their reading achievement. This means when students are strategic in their approach, are motivated, and read frequently and persistently, they achieve better results in reading. Collectively, it can be concluded that Basso General Secondary School students' reading engagement is associated to their reading achievement during English reading lessons.

The results of multiple regression analyses indicated that strategy, motivation, and behavior in combination statistically and significantly predicted reading achievement ($R^2 = 0.129$, $p < 0.05$). In addition, standardized regression coefficients demonstrated that, out of the three reading engagement factors, only reading strategy significantly influenced the prediction of students' reading achievement. By contrast, reading motivation made a positive, insignificant contribution,

and reading behavior made a negative and non-significant influence to the prediction of students' reading outcome.

The descriptive analysis of survey data revealed that Basso General Secondary School grade 9 students had high application of reading strategy. Pertaining to the mean scores of the subcategories, the participants scored higher mean score in global strategies, followed by problem solving strategy while they scored relatively lower mean score in support strategies though the mean indicates moderate strategy use. Besides, grade 9 students had moderate type of reading motivation during English reading classes. In addition, the students were more motivated to read for extrinsic and self-efficacy reasons respectively. Intrinsic motivation which is the best indicator of engaged reading was thirdly applied by the participants. Theoretically, engaged readers are individuals who possess intrinsic motivation to read a diverse range of texts (Guthrie & Wigfield, 2000). The descriptive analysis of students' questionnaire demonstrated that grade 9 students had moderate reading habit or frequency. What is more, the participants read academic texts like text books and exercise books more frequently than non-academic texts such as newspapers and fiction.

Qualitative data analysis revealed that Basso General secondary School grade 9 students used reading strategies at a moderate level in English classes. They also often employed support reading strategies followed by problem-solving reading strategies. Generally, they have some awareness of reading strategies and a certain use of these strategies during reading lessons.

Pertaining to their reading motivation, Basso General Secondary School grade 9 students are less motivated to read different texts for various reasons. Besides, they usually read different materials for extrinsic reasons and for their self-efficacy beliefs respectively. As opposed to the students' argument to be motivated readers (e. g. self-efficacious, curious etc.), the data obtained from teachers' interviews and classroom observations revealed that a significant number of students exhibit low motivation to engage with texts in English. A good experience the students showed in terms of motivation was they interacted socially with their friends during reading classes. Based on the quantitative and qualitative data results, the students most of the time read academic texts like textbooks, exercise books and worksheets, and they occasionally read nonacademic texts like newspapers, magazines and fiction. Moreover, the students are not generally frequent readers because they usually read when there are tests and exams. They also

more frequently read printed materials than digital or internet resources. What is more, the students to some extent utilize reading as a means to gain conceptual understanding and extract meaning from diverse texts. Taken together, Basso General Secondary school students were found to be less engaged readers when they read texts in English classes.

The students also participated in social reading contexts like pair work and group work mainly for the purpose of solving problems when they read texts and do reading activities during reading lessons. Moreover, they practiced social reading with their teachers during reading instructions.

Interview data from both students and teachers has disclosed the major factors that influence the students' reading engagement in reading classes. To this end, poor language background, lack of motivation to read, preference to playing with friends and watching TV, social media, their English teachers' way of teaching,socioeconomic issues and lack of exposure to authentic texts influence students' reading engagement in reading classes.

5.2 Conclusions

Conclusions were made for this study based on the insights derived from the examination of reading engagement through various tools. Consequently, the findings made clear that the domains of reading engagement among grade 9 students at Basso General Secondary School are positively and significantly associated to their reading achievement in English classes. Correlation analyses revealed that each dimension of reading engagement, strategy, motivation and behavior, exhibits a positive and significant ($p < 0.05$) relationship to their reading achievement. Generally, grade 9 students' engagement in reading is related to their reading achievement while they are reading texts in English language.

In addition, based on multiple regression analyses, it was concluded that EFL grade 9 students' reading engagement domains together are the predictors of their achievement in reading ($R^2 =.129$, $p <0.05$). The three elements of reading engagement: strategy, motivation, and behavior statistically and significantly predict students' reading achievement in English reading classes. The analysis of standardized regression coefficients revealed that reading strategy was the sole independent and significant predictor of students' reading achievement, explaining the greatest variance in this data. In contrast, reading motivation was identified as a positive but non-

significant predictor, while reading behavior was recognized as a negative and non-significant predictor of students' reading achievement.

Based on the findings of quantitative and qualitative data, Basso General Secondary School students are average (or below) users of reading strategies to read various texts in English. Additionally, the students have some awareness of reading strategies (metacognition). As per the data obtained from the questionnaire, the most commonly employed strategies for text comprehension are global reading strategies, with problem-solving strategies following closely behind. However, interview data analysis clearly verified that the most frequently used strategies by grade 9 students were support reading strategies followed by problem solving strategies. Thus, although the finding seems inconclusive on the type of reading strategy most employed by the students, the researcher is in the opinion that the students apply support strategies most frequently.

Regarding the findings on students' reading motivation, generally, the students have lower reading motivation when they read different texts in English. Moreover, they are primarily motivated to read for extrinsic factors, such as the requirements of exams and tests, with self-efficacy being a secondary motivator. Occasionally, they engage in reading for intrinsic purposes, including curiosity and entertainment. They are involved (motivated) in some forms of social interactions during reading lessons with their peers and to some extent with their English teacher.

In accordance with the findings about students' reading habits, it was established that Basso General Secondary School grade 9 students are less frequent readers, having weak reading habit. They also usually read academic texts like textbooks, their exercise books and worksheets. In contrast, they occasionally read nonacademic texts like magazines, newspapers and fictions for enjoyment. Besides, the students use reading skill as a means of getting conceptual knowledge or extracting meaning from both subject area texts and reading texts. They apply it to get different forms of knowledge and to integrate these new ideas with their prior knowledge.

Some major reasons that affect grade 9 students' reading engagement during EFL reading classes were discovered. Students' poor language competence, lack of motivation to read, lack of exposure to authentic materials, preference to playing with peers and watching TV, games (social media), their English teachers way of teaching and socioeconomic issues are the major factors

that influence the students' reading engagement when they read texts in English. In general, Basso General Secondary school students were found to be less engaged readers when they read texts in English reading classes.

5.3 Recommendations

In keeping with the conclusions of the study, actionable recommendations have been forwarded. It has been clearly indicated that reading engagement is associated with and is the predictor of students' reading achievement during English reading classes. In addition, the three domains of reading engagement are associated with reading achievement, and reading strategy is independently the predictor of reading achievement. Various internal and external reasons are also found to influence students' reading engagement.

Hence, it is worth identifying and applying different strategies of engaging secondary school students in English reading classes. Appropriate instructional programs and practices like the Concept Oriented Reading Instruction (CORI) can be implemented in secondary school reading classes to enhance students' reading motivation and engagement, and inturn to maximize their reading achievement.

The study found out that effective reading strategy use is associated to reading achievement. Reading strategy is also significant predictor of students reading outcome. Therefore, secondary school students should be given conscious reading strategy training with appropriate practice to improve their reading engagement and reading comprehension ability and in turn reading achievement. Secondary school English teachers should not only impart fundamental knowledge of diverse reading strategies to students but also teach them how they can apply each strategy successfully.

Furthermore, the result of the research has concluded that students' reading motivation (motivational engagement) is associated to their reading achievement. To this end, different techniques of motivating students to read various types of texts and for different reasons should be practiced during reading instruction to develop the students' reading motivation and engagement and then their reading achievement. In line with this, Gambrell (2011) suggests 7 crucial research-based principles for fostering motivation and engagement, accompanied by

practical strategies for enhancing students' motivation to read and their reading engagement. Hence, English teachers could employ these techniques along with others, adequately and consistently during reading instruction to motivate them to read texts.

Equally important is this study has concluded that students' reading behavior (consistent and frequent reading habits) is related to their reading achievement. Hence, students have to get a reasonable access to various authentic texts like magazines, newspapers and fiction to develop their positive reading experience, reading speed and reading motivation. Schools are expected to provide and facilitate various texts so that students can have materials of their own choice for reading which then contributes to the progress of students' reading engagement and literacy.

Ethiopian policy makers should consider and include the cocept of reading engagement in the education policy to improve secondary school students' reading achievement. Curriculum designers should also integrate effective strategies confirmed to foster secondary school students' reading engagement in to the language course designs in such a way that the curricula are more interactive, motivating, diverse and are mainly geared to learners' interests. Thus, textbooks and other materials for Ethiopian secondary school English lessons have to be designed by employing the models and strategies established to increase reading engagement and reading comprehension outcome. In addition, Ethiopian material developers had better prepare secondary school English text books by taking in to account the students' interests, background knowledge, sociocultural contexts and levels to engage students cognitively, motivationally and behaviorally.

Recommendations have also been forwarded concerning the limitaions of the findings on reading engagement study on which future sesearch should focus. To begin with, research that examines the cause and effect association between reading engagement and reading achievement should be conducted in the Ethiopian secondary school language instruction context. Besides, future researches have to emphasize on studying reading engagement at all levels of secondary schools and more sections in a single school to make the rsults more generalizable to other schools and grade levels. Furthermore, longitudinal studies should be conducted to capture the broad and multi dimensional nature of reading engagement. Future mixed researches should also focus on studying reading engagement using qualitative approaches and qualitative data collection tools like think aloud protocols inorder to understand how students think, get motivated and become

frequent readers while they are engaged in reading. Moreover, as reading engagement is related many stakeholders such as policy makers, curriculum desiners, schools, teachers and parents, future researches have to consider including other stake holders in reading engagement studies.

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APPENDICES

APPENDIX A: Questionnaires

APPENDIX-A1 Reading Engagement Questionnaire (English) (Items 1-88)

Directions: The following are statements about what you do when you read academic or school-related materials such as textbooks or library books. Five numbers follow each statement (1, 2, 3, 4, and 5), and each number means the following:

• 1 means "I strongly disagree."
• 2 means "I disagree."
• 3 means "I am uncertain."
• 4 means "I agree."
• 5 means "I strongly agree."

After reading each statement, put the symbol "√" under the number (1, 2, 3, 4, or 5) that applies to you using the scale provided. Please note that there is no right or wrong answer to the statements in this questionnaire. If you want to change an answer, delete or put the sign "X" and put the changed answer.

No	Question	SD	D	U	A	SA
I	**Survey of Reading Strategies (SORS)**					
	Global Strategies					
1	I have a purpose in mind when I read.					
2	I think about what I know to help me understand what I read.					
3	I take an overall view of the text to see what it is about before reading it.					
4	I think about whether the content of the text fits my reading purpose.					
5	I skim the text first by noting its characteristics like length and organization.					
6	When reading, I decide what to read closely and what to ignore.					
7	I use tables, figures, and pictures in text to increase my understanding.					
8	I use context clues to help me better understand what I am reading.					
9	I use typographical features like bold face and italics to identify key information.					
10	I critically analyze and evaluate the information presented in the text.					
11	I check my understanding when I come across new information.					
12	I try to guess what the content of the text is about when I read.					
13	I check to see if my guesses about the text are right or wrong.					
	Problem Solving Strategies					
14	I read slowly and carefully to make sure I understand what I am reading.					

15	I try to get back on track when I lose concentration.					
16	I adjust my reading speed according to what I am reading.					
17	When text becomes difficult, I pay closer attention to what I am reading.					
18	I stop from time to time and think about what I am reading.					
19	I try to picture or visualize information to help me remember what I read.					
20	When text becomes difficult, I re-read it to increase my understanding.					
21	When I read, I guess the meaning of unknown words or phrases.					
	Support Strategies					
22	I take notes while reading to help me understand what I read.					
23	When text becomes difficult, I read aloud to help me understand what I read.					
24	I underline or circle information in the text to help me remember it.					
25	I use reference materials (e.g. a dictionary) to help me understand what I read.					
26	I paraphrase (restate ideas in my own words) to better understand what I read.					
27	I go back and forth in the text to find relationships among the ideas in it.					
28	I ask myself questions I like to have answered in the text.					
29	When reading, I translate from English into my native language (Amharic).					
30	I discuss what I read with others to check my understanding.					
II	**Motivations for Reading Questionnaire (MRQ)**					
	Self –efficacy					
1	I know that I will do well in reading next year.					
2	I am a good reader.					
3	I learn more from reading than most students in the class.					
4	In comparison to my other school subjects I am best at reading.					
	Reading challenge					
5	I like hard, challenging books.					
6	I like it when the questions in books make me think.					
7	I usually learn difficult things by reading.					
8	If the project is interesting, I can read difficult material.					
9	If a book is interesting, I don't care how hard it is to read.					
	Reading Curiosity					
10	If the teacher discusses something interesting, I might read more about it.					
11	I read about my hobbies to learn more about them.					
12	I read to learn new information about topics that interest me.					
13	I like to read about new things.					
14	I enjoy reading books about people in different countries.					

	Reading involvement					
15	I make pictures in my mind when I read.					
16	I feel like I make friends with people in good books.					
17	I like mysteries.					
18	I enjoy a long, involved story or fiction book.					
19	I read a lot of adventure stories.					
	Recognition					
20	My friends sometimes tell me I am a good reader.					
21	I like hearing the teacher say I read well.					
22	I am happy when someone recognizes my reading.					
23	My parents often tell me what a good job I am doing in reading.					
24	I like to get compliments for my reading.					
	Competition					
25	I like being the only one who knows an answer in something we read.					
26	I like being the best at reading.					
27	It is important for me to see my name on a list of good readers.					
28	I try to get more answers right than my friends.					
29	I like to finish my reading before other students.					
30	I am willing to work hard to read better than my friends.					
31	My friends and I like to trade things to read.					
32	I talk to my friends about what I am reading.					
33	I like to help my friends with their schoolwork in reading.					
34	I like to tell my family about what I am reading.					
	Reading avoidance					
35	I don't like reading something when the words are too difficult.					
36	I don't like vocabulary questions.					
37	Complicated stories are no fun to read.					
38	I don't like it when there are too many people in the story.					
	Reading Behavior Questionnaire					
	Academic texts					
1	When I was a child, I was often taken to the library by my teachers.					
2	My teachers used to read texts to me in reading classes.					
3	There have always been books in my family's home.					
4	Attention was given to developing reading skills in my middle school (grades 7 and 8).					
5	There was a library in my primary and elementary schools.					
6	I often read and revise my exercise books and notebooks.					
7	I always do home works which are given from the text book.					
8	My friends and I discuss books that we read.					
9	I often read academic books (e.g., my text books).					
10	I often read my exercise books, notebooks, worksheets etc.					
11	I often read reference materials (e.g., commercial materials,					

	dictionary).					
12	I often read internet resources like tutorials, short notes and exercises.					
	Non- academic texts					
1	I often read newspapers.					
2	I often read magazines.					
3	I often read novels.					
4	I often read poems and stories.					
5	I read any other books (e.g., motivational, plays, religious etc.)					
6	I read books/magazines/ newspapers in my mother tongue.					
7	Newspapers or magazines are bought daily/weekly in my home.					
8	I often read one novel each week or month during holidays.					

APPENDIX A-2: Reading Engagement Questionnaire (AMHARIC)

መመሪያ፡ የሚከተሉት ዐረፍተነገሮች በአብዛኛው ትምህርታዊ የሆኑ ወይም ከትምህርት ጋር የተያያዙ እንደ መማሪያ መጻህፍትና በቤተመጻህፍት ውስጥ ያሉ መጻህፍትን ስታነብ/ቢ ምን እንደምታደርግ/ጊ የሚጠይቁ ናቸው። እነሱን ተከትሎ አምስት ቁጥሮች ማለትም 1፣ 2፣ 3፣ 4፣ እና 5 ተሰጥተዋል። የእያንዳንዱ ቁጥር ትርጉምም እንደሚከተለው ነው፤

1 ማለት በጣም አልስማማም።

2 ማለት አልስማማም።

3 ማለት እርግጠኛ አይደለሁም ።

4 ማለት እስማማለሁ።

5 በጣም እስማማለሁ ማለት ነው።

እያንዳንዱን ዐረፍተነገር ካነበብክ/ሽ በኋላ ከአምስቱ አንዱን (1 ፣2፣ 3፣ 4 ወይም 5) አንተ/ ቺን የሚመለከተውን አማራጭ ብቻ ምረጥ/ጭ። በተመረጠው ቁጥር ስር የ " √" ምልክት አስቀምጥ/ጪ። የመረጥከ /ሽውን መልስ መቀየር ካስፈለገ መልሱን በመሰረዝ ወይም የ "X" ምልክት በማድረግ ሌላ መልስ ማስቀመጥ ይቻላል። በዚህ መጠይቅ ውስጥ ትክክል ወይም ስህተት የሚባል መልስ የለም።

ተቁ	ጥያቄ	1	2	3	4	5
1	ምንባብ በማነብ ጊዜ በአእምሮዬ ዉስጥ ዓላማ ለኝ።					
2	የማነበውን ምንባብ ለመረዳት ያግዘኝ ዘንድ በፊት ስለማዉቀው ነገር አስባለሁ ።					
3	አንድን ምንብብ ከማንበቤ በፊት ምንባቡ ስለምን ጉዳይ እንደሆነ ለማወቅ የምንባቡ አጠቃላይ እይታ እንዲኖረኝ አደርጋለሁ።					
4	የማነበው ምንባብ ይዘት እኔ ከማነብበት ዓላማ ጋር የተገናኘ መሆኑን ለማረጋገጥ እሞክራለሁ።					
5	አንድን ጽሁፍ እንደ ርዝመትና አወቃቀር ያሉ ባህሪያቱን በመመልከት አጠቃላይ አሰሳ አደርጋለሁ።					
6	በማነብ ጊዜ የትኛውን በጥልቀት ማንበብ እንለብኝና የትኛውን መተው እንዳለብኝ እወስናለሁ።					

7	አንድን ምንባብ ሳነብ መረዳቴን ለመጨመር እንዲረዳኝበጽሁፉ ውስጥ ያሉ ሰንጠረዦችን፣ምስሎችን ወይም ስዕሎችንና ቅርጾችን እጠቀማለሁ።					
8	የማነበውን ጽሁፍ ለመረዳት ይበልጥ ይረዳኝ ዘንድ አዉዳዊ ምልክቶችን ወይም ፍንጮችን እጠቀማለሁ።					
9	በማነብ ጊዜ ቁልፍ መረጃን ለመለየት ደመቅ ብለው የተፃፉትን ወይም በጋድም የተጻፉትን የጽሁፉን ክፍሎች እጠቀማለሁ።					
10	በምንባብ ውስጥ የቀረበ መረጃን በጥልቀት መተንተንና መገምገም እችላለሁ።					
11	አዲስ መረጃ በሚያጋጥመኝ ጊዜ የተረዳሁት መሆኑን አረጋግጣለሁ።					
12	አንድን ምንባብ ሳነብ የምንባቡ ይዘት ስለ ምን እንደሆነ ለመገመት እሞክራለሁ።					
13	ስለአንድ ጽሁፍ የገመትኳቸው ግምቶች ትክክል መሆን አልመናቸውን አረጋግጣለሁ።					
14	የማነበውን ምንባብ እንደተረዳሁት እርግጠኛ ለመሆን ስል በዝግታና በጥንቃቄ አነባለሁ።					
15	ምንባብ ሳነብ የንባብ ትኩርቴን ባጣሁ ጊዜ ወደትኩቴ እመለሳለሁ።					
16	የንባብ ፍጥነቴን እንደማነበዉ የንባብ አይነት አስተካክላለሁ።					
17	ምንባብ ከባድ በሚሆንብኝ ጊዜ ጥልቅ የሆነ ትኩረት አደርጋለሁ።					
18	ንባብ ሳነብ ቶሎ ተሎ ንባብ እያቆምኩኝ ስለማነበዉ ነገር አስባለሁ።					
19	የማነበውን ጽሁፍ ለማስታወስ እንዲረዳኝ የመረጃዉን ምስል በአይነህሊናዬ እፈጥራለሁ።					
20	የማነበዉ ምንባብ ሲከበደኝ አረዳዴን ለመጨመር በድጋሚ አነባለሁ።					
21	ምንባብ በማነብ ጊዜ የማላዉቃቸውን የቃላት ወይም የሃረጋትን ትርጉም እገምታለሁ።					
22	ምንባብ ሳነብ ጽሁፉን ለመረዳት ያግዘኝ ዘንድ የግል ማስታዎሻዎችን እይዛለሁ።					
23	አንድን ምንባብ ሳነብ የሚከብደኝ ከሆነ ለመረዳት እንዲያያግዘኝ በጮክታ አነባለሁ።					
24	የአንድን ምንባብ ሃሳብ ለማስታወስ እንዲረዳኝ በዉስጡ ባሉ መረጃዎች ወይም ሃሳቦች ላይ እከባለሁ ወይም አሰምራለሁ።					
25	የማነበዉን ምንባብ ለመረዳት እንዲረዳኝ እንደዲክሽነሪ/ መዝገበ ቃላት ያሉ ማጣቀሻዎችን እጠቀማለሁ።					
26	አንድን ምንባብ የበለጠ ለመረዳት ሃሳቦችን በራሴ አገላለፅ ወይም አባባል እጽፋቸዋለሁ።					
27	ምንባብ ሳነብ በአንድ ጽሁፍ ዉሰጥ ባሉ ሃሳቦች መካከል ያለውን ግንኙነት ለማወቅ ወደፊትና ወደኋላ እየሄድኩኝ አነባለሁ።					
28	በምንባብ ዉስጥ ልመልስ የምፈልጋቸውን ጥያቄዎች አጠይቃለሁ።					
29	ምንባብን በእንግሊዝ ኛ በማነብበት ወቅት ከእንግሊዝኛ ወደ አፍ መፍቻ ቋንቋዬ ወይም አማርኛ እተረጉማለሁ።					

30	ያነበብኩትን ፅሁፍ እንደተረዳሁት ለማረጋገጥ ከሌሎች ተማሪዎች ጋር እወያያለሁ።					
31	በሚቀጥለዉ ዓመት በንባብ ትምህርት በደንብ እንደምሰራ አዉቃለሁ።					
32	እኔ ጥሩ አንባቢ ነኝ።					
33	በንባብ ትምህርት በክፍል ዉስጥ ካሉት ተማሪዎች ይልቅ እኔ የበለጠ እማራለሁ።					
34	እኔ ከሌሎች ትምህርት አይነቶች ወይም ክህሎቶች ይልቅ በንባብ ምርጥ ነኝ።					
35	እኔ ከባድና ፈታኝ መፃህፍትን ማንበብ እወዳለሁ።					
36	በመፅሃፍት ዉስጥ ያሉ ጥያቄዎች እንዳስብ ሲያደርጉኝ እወዳለሁ።					
37	ሁልጊዜ አስቸጋሪ የሆኑ ነገሮችን/ ጽሁፎችን በማንበብ እማራለሁ።					
38	የማነበዉ ጽሁፍ ይዘት ሳቢ ከሆነ ከባድ ጽሁፍን ማንበብ እችላለሁ።					
39	አንድ መፅሃፍ በሃሳቡ ወይም በይዘቱ ሳቢ ከሆነ ለማንበብ ከባድ የመሆኑ ጉዳይ አያስጨንቀኝም።					
40	የእንግሊዝኛ መምህሬ ሳቢ በሆነ ጉዳይ ላይ ዉይይት ካደረገ ስለዚያ ጉዳይ የበለጠ አነባለሁ።					
41	በትርፍ ጊዜዬ ስለማነባቸዉ ርዕሰ ጉዳዮች ለመማር ስል ስለነሱ ብዙ አነባለሁ።					
42	ስለሚያስደስቱኝ ርዕሰ ጉዳዮች አዲስ መረጃ ለመማር ስል አነባለሁ።					
43	ስለአዳዲስ ነገሮች ማንበብ እወዳለሁ።					
44	በተለያዩ አገሮች ስላሉ ህዝቦች የተፃፉ መፃህፍትን ማንበብ ያዝናናኛል፡					
45	በማነብበት ጊዜ በአዕምሮዬ ዉስጥ የሆነ ምስል አስላለሁ።					
46	ጥሩ መፅሃፍትን ሳነብ ከሰዎች ጋር ጓደኝነት እንደመሰረትኩ ይሰማኛል፡					
47	ሚስጥራዊ ወይም ረቂቅ ጽሁፎችን (ሚስተሪስ) እወዳለሁ።					
48	ረጅምና መሳጭ ታሪክ ያለዉ ልቦለድ መፅሃፍ ማንበብ እወዳለሁ።					
49	እኔ የተለያዩ ስለጀብድ ታሪኮች የተጻፉ መጻህፍትን አነባለሁ።					
50	ጓደኞቼ አንዳንድ ጊዜ ጥሩ አንባቢ እንደሆንኩ ይነግሩኛል።					
51	መምህሬ እኔ ጥሩ እንደማነብ ሲና/ስትናገር መስማት ደስ ይለኛል።					
52	አንድ ሰው ስለእኔ አነባበብ እዉቅና ሲሰጥ መስማት ደስ ይለኛል።					
53	ወላጆቼ በንባብ ምን አይነት ጥሩ ስራ እየሰራሁ እንደሆነ ይነግሩኛል።					
54	ስለአነባበቤ ማበረታቻ ማግኘት ያስደስተኛል።					
55	ስለአንድ ነገር መልስ ያገኘሁ ብቸኛው ተማሪ መሆን ያስደስተኛል።					
56	በንባብ ምርጡ ተማሪ መሆን ደስ ይለኛል።					
57	ስሜን ጥሩ አንባቢ ከሚባሉ ተማሪዎች ዝርዝር ዉስጥ ማየት ለኔ በጣም ጠቃሚ ነው ።					
58	ከጓደኞቼ ይልቅ ብዙ መልሶችን ትክክል ሆኜ ለመገኘት እጥራለሁ።					
59	ንባብን ከጓደኞቼ ቀድሜ መጨረስ እወዳለሁ።					
60	ከጓደኞቼ የበለጠ ለማንበብ ጠንክሬ ለመስራት ፈቃደኛ ነኝ።					
61	እኔ ሁል ጊዜ ለጓደኞቼ በክፍል ዉስጥ ወይም ከክፍል ዉጪ ንባብ					

	አነብላቸዋለሁ።					
62	እኔና ጓደኖቼ የሚነበቡ ነገሮችን መግዛት እንወዳለን።					
63	እኔ ስለማነበው ነገር ለጓደኞቼ አወራቸዋለሁ።					
64	ጓደኞቼን በንባብ ላይ ስለሚሰሩት የትምህርት ቤት ስራ እረዳቸዋለሁ።					
65	እኔ ምን እያነበብኩ እንዳለሁ ለቤተሰቦቼ እነግራቸዋለሁ።					
66	በአንድ ጽሁፍ ውስጥ ያሉት ቃላት በጣም ከባድ ከሆኑ ጽሁፉን ማንበብ አልወድም።					
67	በቃላት ትርጉም ላይ የሚያተኩሩ ጥያቄዎችን አልወድም።					
68	የተወሳሰበ ታሪክ ያላቸውን ጽሁፎች ማንብብ አያስደስተኝም። 71					
69	በአንድ የጽሁፍ ታሪክ ውስጥ ብዙ ሰዎች ወይም ገጸባህሪያት ሲኖሩ አልወድም።					
70	ልጅ እያለሁ መምህሮቼ ሁል ጊዜ ወደቤተመጻህፍት ይወስዱኝ ነበር።					
71	ልጅ እያለሁ የእንግሊዝኛ መምህሮቼ በክፍል ወስጥ ንባብ ያነቡልኝ ነበር።					
72	በወላጆቼ ቤት ዉስጥ ሁልጊዜ መጻህፍት ይገኙ ነበር።					
73	7ኛ እና 8ኛ ክፍል እያለሁ የንባብ ክህሎትን ለማሳደግ ትኩረት ይደረግ ነበር።					
74	ከ1ኛ-8ኛ ክፍል በተማርኩበት ትምህርት ቤት ቤተመጻህፍት ነበር።					
75	የመልመጃ ደብተሮቼንና ማሰታወሻወቼን ሁልጊዜ አነባለሁ እንዲሁም እከልሳለሁ።					
76	የቤት ስራ እሰራለሁ።					
77	ትምህርታዊ መጻህፍትን ፣ ለምሳሌ መማሪያ መጻህፍትን ነው።					
78	እኔ እማነበው መልመጃ ደብተሮችን፣ማስታዎሻዎቼንና ወርክሺቶችን ነው።					
79	ማጣቀሻ መጻህፍትን ፣ለምሳሌ የሺያጭ መጻህፍትንና መዝገበ ቃላትን ሁልጊዜ አነባለሁ።					
80	እኔ ሁልጊዜ እማበው የኢንተርኔት ጽሁፎችን፣ ለምሳሌ ቹቾሪያል፣አጫጭር ማስታዎሻዎች እና መልመጃዎችን ነው።					
81	እኔ ሁልጊዜ እማነበው ጋዜጦችን ነው።					
82	እኔ ሁል ጊዜ እማነበው መጽሄቶችን ነው።					
83	እኔ ልቦለዶችን ሁልጊዜ አነባለሁ።					
84	እኔ ሁልጊዜ የማነበው ግጥሞችንና ታሪኮችን ነው።					
85	ማንኛውንም ሌላ መጻህፍት፣ ለምሳሌ፤ አነቃቂ፣ ተውኔቶችን፣ ሃይማኖታዊ ጽሁፍ ወዘተ.) ነው።					
86	አፍ በፈታሁበት ቋንቋ (አማርኛ) መጽሃፎችን ፣መጽሄቶችንና ጋዜጦችን አነባለሁ።					
87	በእኔ ቤት ውስጥ ጋዜጦች ወይም መጽሄቶች በየለቱ ወይም በየሳምንቱ ይገዛሉ ።					
88	በበዓል ጊዜያት በየሳምንቱ ወይም በየወሩ አንድ የልብወለወድ መጽሃፍ አነባለሁ ።					

አመሰግናለሁ ::

APPENDIX–B: Reading Achievement Test

General direction: Dear student, this is a reading comprehension test which is intended for a research purpose. It comprises three different subtests. You are kindly asked to attempt the entire questions in each test. Please read and answer each test very carefully.

TEST I

Direction: Read the following passage carefully and answer the questions that follow it. The passage has two parts (Part A and Part B). Please attempt all the questions in each part.

TEA COMES FROM CHINA

Part A

Many people think the English do not like to speak other languages. In fact, English is a mixture of words from many different languages. Because of **this,** the vocabulary of the English language is very large. **It** is much larger than almost every other language in the world.

Many English words come from Latin, the old language of Rome, and also from old Greek. From Latin we get words like ***wine, use, and day.*** From Greek we have words such as ***photograph, bible,*** and ***ink.*** Because **these two languages are** dead, the words have most often come through other languages such as French, or the old German languages. There are also many words from both Greek and Latin together-***television,*** for example. Here ***tele*** is Greek for **far** and ***vision*** comes from Latin and means **seeing.**

Section I: ***Write TRUE or FALSE for each of the following statements based on the passage.***

----------1. English comes from Greek and Latin.
----------2. The Greek had photographs before people in other countries.
----------3. The English people do not want to speak other languages.
----------4. French and German had borrowed some Latin and Greek words.

Section II: ***Select the most appropriate answer based on the passage, and write the letter of your choice in the space provided or each question.***

---------5. What language did the old Romans speak?
a) Roman c) Greek
b) Latin d) Old English

---------6. The English language ---------- words from other languages.
a) has borrowed a lot of c) is a mixture of few
b) hasn't borrowed any d) will borrow many

---------7. Which of the following is a dead language?
a) English c) Latin
b) German d) French

---------8. Which of the following is correct?
a) English has taken only words ***wine, use*** and ***day*** from Latin.
b) English borrowed only the words ***photograph, bible, television*** and ***ink*** from Greek.
c) English borrowed words only from Latin, German, Greek, and French.
d) English borrowed many words from Latin, Greek and other languages.

---------9. According to the passage, English has large vocabulary because:
a) Its vocabulary is a mixture of many languages.

b) It took many words from German and French.
c) It borrowed some Latin and Greek words.
d) It took many words from dead languages.

---------10. The word ***this*** in paragraph 1, line 2 refers to:
a) The interest the English have to speak other languages.
b) The idea that English is a mixture of words from many languages.
c) The English language.
d) The vocabulary of the English language.

---------11. The word ***it*** in paragraph 1 line 3 refers to:
a) the English language c) the source of words
b) any other language d) the English vocabulary

---------12. ***These two languages,*** in paragraph 2, line 3 refers to:
a) Latin and Roman c) Latin and Greek
b) Old German and Greek d) French and German

---------13. "English is a ***mixture*** of words from many different languages." What does the word in bold mean?
a) combination c) variety
b) type d) likeness

Part B

Many common English words come from very **strange** places. ***Tea,*** for example, comes from China, and ***banana*** comes from West Africa. ***Potato*** came into the English language from the island of Haiti, in the West Indies, and ***tomato*** first came from Mexico.

One reason why the English language has so many words from other languages is because people from many different countries have come to live in Britain. Two thousand years ago the Romans came from Italy, and stayed for over four hundred years. After **they** left, the Angles, Saxons and Jutes came from the northern part of modern Germany. In the ninth and tenth centuries Scandinavians came into the northern and eastern parts of the country. Finally, in the eleventh century William of Normandy came from France, and became King of England. With **him** came French civilization and the French language.

Section I: ***Write TRUE or FALSE for each of the following statements based on the passage.***

----------1. The Chinese knew about **tea** before the English.

----------2. The Chinese and Mexicans had relations with the English.

----------3. People from Norway, Denmark and Sweden lived in England in the 9th and 10th centuries.

----------4. The Romans stayed in England for four hundred years.

Section II: ***Select the most appropriate answer based on the passage, and write the letter of your choice in the space provided.***

---------5. When did the Romans arrive in Britain?
a) 2400 years ago c) 2000 years ago
b) in the 11th century d) 1600 years ago

---------6. When did the Angeles, Saxons and Jutes arrive in Britain?
a) About 1600 years ago c) in the 11th century

b) in the 9th and 10th centuries d) 2400 years ago

---------7. The words ***tea, banana,*** and ***potato*** became English words because:

a) China, West Africa, and Haiti were colonies of England.
b) China, West Africa, and Haiti traded in England.
c) People from China, West Africa and Haiti lived in England.
d) Reasons are not given in the passage.

---------8. Which of the following statement is **correct**?

a) English took words from German, Italian, Norwegian, Swedish, and French languages.
b) The French language substituted English in Britain in the 11th century.
c) The German, Italian and French languages were dominant in Britain before and after the 11th century.
d) The largest vocabulary English borrowed was from the French language.

--------9. ***They*** in paragraph 2, line 3 refers to:

a) The Romans c) Angeles, Saxons and Jutes
b) The Germans d) The Scandinavians

---------10. "Many common English words come from very **strange** places." (Par 1, line1): What does the word in bold mean?

a) special c) difficult
b) far d) unfamiliar

TEST II

Direction*: *Read the following passage carefully and answer the questions that* follow *it.

Part A

BATS

The bat is the only mammal that flies. Unlike birds, which are generally diurnal, bats are nocturnal and fly at night. They have very good hearing but poor eyesight. **They** cannot see well in the dark. They can see objects which are very near them but they cannot see distant objects. They can see moving objects but not stationary ones.

In order to avoid objects in their path they use a type of radar system. **They** emit ultra-sonic sounds and are able to hear the echoes of **these** sounds. Their radar system enables them to know the position of objects in their path and to avoid objects at night.
They are able to fly at great speed but are unable to walk fast on the ground.

Section I: ***Based on the passage, write TRUE or FALSE for each of the following statements in the space provided.***

----------1. Bats hear the echoes of ultra-sonic sounds to avoid danger in their path.
----------2. Bats have the ability to hear sounds of objects that they cannot see from a distance.
----------3. Only few mammals can fly, and one of them is the bat.
----------4. All flying animals are birds.
----------5. We see bats flying at night because they can see and gather insects for food at night.

Section II: ***Select the correct answer for the questions below based on the passage.***

-------- 6. Bats are different from other mammals in that they:

a) move only at night. c) have very good hearing.
b) can fly. d) cannot see from a distance.

--------- 7. Bats differ from birds in that they:

a) are mammals.
b) fly in the day time and at night.
c) Can see in the dark.
d) Can walk

--------- 8. One of the following is **not correct**. Which one?

a) Birds and bats are mammals.
b) All mammals cannot fly.
c) Bats are the only mammals that have good hearing.
d) Bats fly at night.

---------9. Which of the following statement is **correct?**

a) Bats use their radar system to avoid danger on a day time.
b) Bats are blind on a day time and see well at night.
c) Bats fly both on a day time and at night.
d) Bats can see moving insects better than they see a stone.

---------10. At which of the following distances do you think bats can see objects better?

a) 3 meters c) 10 meters
b) 7 meters d) 15 meters

---------11. Your reason for your choice in **no.10** above is because:

a) bats can see the nearest objects better.
b) bats can hear distant objects.
c) they use a radar system to identify medium distant objects.
d) they fly very fast.

---------12. **They** in paragraph2, line 1 refers to: a) mammals c) distant objects
b) birds d) bats

---------13. **They** in paragraph 3, line 1, refers to:

a) bats c) birds
b) ultra-sonic sounds d) objects

---------14. If **diurnal** refers to **day time, nocturnal** refers to:

a) night time c) life time
b) all day d) the morning

---------- 15. The speed of walking bats may resemble (look like):

a) a dog running c) a tortoise moving
b) a cat running d) a sleeping hen

--------- 16. Which of the following things can a bat see better?

a) a stone c) a flying spider
b) a man sitting d) a bat hanging on a tree branch

--------- 17. The purpose of the writer can be:

a) to warn us about the danger bats can cause at night.
b) to inform us about some characteristics of the bat.
c) to suggest what the bat can do on the day time.
d) to tell us the difference between the bat and other birds.

Section III: ***Based on the passage, match the characteristics below (a- e) with either*** **BATS or BIRDS as found appropriate.** ***The first one is done for you as an example.***

Part B

18. a) A mammal that flies — The bat
b) They are diurnal ----------
c) Do not fly in the dark ----------
d) Fly at night. ----------
e) Have a poor sight. ----------

Section IV: ***Based on the passage, write about*** **WHAT BATS ARE ABLE TO DO** ***and*** **WHAT BATS ARE UNABLE TO DO** ***in the spaces provided.***

What bats are able to do	**What bats are unable to do**
19. a) hear well	a) ----------
b) ----------	b) do not see distant objects
c) see moving objects	c) ----------

TEST III

Direction: ***Read the following passage carefully and answer the questions that follow it.***
Part A

Soil is an invaluable natural resource. **It** provides raw materials for the plants on which [they] depend for food. The soil and the living organisms of a region are inter-dependent. On the one hand, soil is affected by the flora and fauna of the region.

On the other hand, the type of soil determines the flora and fauna of the region. Consequently, damage to soil will destroy the balance of nature. **It** is a danger to human life and to man's economic security. Causes of damage can be physical or chemical. Damage can be caused by man or by natural phenomena.

Unscientific agriculture can cause a loss of minerals. Erosion can be caused by wind or by flowing or falling water. There are several ways of preventing damage to soil, including the use of fertilizers to prevent loss of minerals and the use of grass and other plants to prevent erosion.

Section I: ***Select the correct answer based on the passage, and write the letter of your choice in the space provided.***

---------1. Plants get raw materials for food from

a) Animals c) the soil

b) Minerals d) other plants

---------2. What is the main idea of the first paragraph?

a) We have to protect the soil and living things.

b) The soil and living things are important to each other.

c) The type of soil determines the type of plants and animals.

d) Plants and animals determine the type of soil.

----------3. Man destroys nature by

a) his misuse of the land. c) planting more trees

b) using chemicals on the soil. d) his use of fertilizers

--------- 4. Erosion can be caused by

a) loss of minerals c) wind and water

b) plants and animals d) chemical means

---------5. What do you think is the purpose of the writer?

a) To tell us some facts about the importance of soil for animals and plants.

b) To warn us about soil damage and its effects on animals and plants.

c) To inform us that man and natural events are the causes of soil damage.

d) To tell us about the importance, causes of damage and ways of preventing the soil.

---------6. The relationship between soil and flora and fauna is:

a) dependence of one on the other c) a giver and receiver

b) supply of raw materials d) interdependence

---------7. Which of the following is a way of controlling soil erosion?

a) Using fertilizers c) Stopping falling water

b) Planting trees d) Preventing loss of minerals

---------8. The main idea of the last paragraph is:

a) We need to protect the soil using fertilizers.

b) Nature balances itself, so we don't need to interfere.

c) Scientific agriculture must be practiced.

d) We have to protect the soil from water and wind erosion.

---------9. ***It*** in paragraph 1, line 1 refers to:

a) the soil c) food

b) natural resource d) a living organism

---------10. ***It*** in paragraph 2, line 2 refers to:

a) the soil c) the balance of nature

b) damage to the soil d) human life

Section II: ***Rearrange the following summaries as they appear in the passage.***

11. a) preventing soil damage

b) inter-dependence of soil and living things

c) causes of soil damage

d) effects of soil damage

Summaries in the correct order (Write only letters)

Section III. ***Complete the following*** **blank spaces** ***based on the information in the passage.***

12. Complete the missing parts.

a) Man can destroy the balance of nature by:

---

b) The two elements of a region that affect soil are:

i) ----------

ii) ----------

13. What would you do to prevent erosion?

Measure (Step)	**Purpose of the measure (step)**
a) using fertilizers	a) ----------
b) ----------	b) to prevent erosion
c) using scientific agriculture	c) ----------

14. Write two natural factors that can destroy soil.

i) ----------

ii) ----------

Section IV. ***Match the words in column A with those in column B.***

COLUMN A	COLUMN B
-------15. Provide (par. 1, line 1)	a) changed
--------16. Affected (par.1, line 1)	b) stop
------- 17. Damage (par. 2, line 2)	c) gives
------- 18. Prevent (par. 3, line 4)	d) harm

Thank you!

APPENDIX- C: Students' Interview Questions

APPENDIX –C1 Students' Interview Questions (English)

Interview Questions for Students

Dear student, this interview is prepared to be used as part of a PhD thesis at Addis Ababa University, Department of Foreign Languages and Literature. Through the interview, I want to find out more about your reading (e.g. your use of reading strategies, reading motivation and reading habits) when you read texts in English language. The information gained from this interview is secured. It will never be used for other purposes except for the research. If you have any question about the interview, you may ask me.

Thank you in advance for your cooperation.

Reading Strategies

1. Do you use reading strategies when you read texts? What are some strategies that you use to help you understand a text?
2. What do you do when you don't understand something when you are reading?
3. How do you know that you are reading a text well? What do you do to check this?

Reading Motivation

4. Do you like reading? Do you enjoy by reading different materials? Do you read during your leisure time? Why do you usually read?
5. What motivates or makes you want to read texts in English? What about the things that make you dislike reading?
6. Would you mention some things that you do not like about reading?
7. Are you a motivated reader? Do you think you are a good reader? Why?

Reading behavior

8. What kind of reading do you mostly practice in high school: academic reading, such as text books, exercise books or non-academic reading like magazines, newspapers, and fiction books?
9. Do you read online or print materials? How often do you read materials or texts?
10. What are the kinds of materials that you like to read? What about the ones that you do not like to read?

Conceptual Understanding

11. What do you want to learn through reading? Do you always learn something from what you read? Or, do you get some knowledge whenever you read?
12. How do you use reading to learn in your ESL/English class?

Social Interactions

13. Do you and your friends talk about reading? If you do so, how often do you talk? What do you and your friends usually discuss concerning reading?
14. What are some good things of talking with others about what you are reading? What are some disadvantages?
15. How are your reading strategy use, reading motivation and good reading habits related to your reading achievement?

Finally, is there anything you want to say that I did not ask you about your reading?

Closing: Thank you very much (name). I have enjoyed talking to you and learning more about your reading.

APPENDIX -C 2: Stdents Interview Questions (Amharic)

የተማሪ ቃለ መጠይቅ

ዉድ ተማሪ፣ ከዚህ መጠይቅ የሚገኘው መረጃ በአዲስ አበባ ዩኒቨርሲቲ ለዶክትሬት ትምህርት ጥናት ምርምር እንደማሚያ ሆኖ እንዲያገለግል የተዘጋጀ ነው፡፡ በቃለመጠይቁ በእንግሊዝኛ ንባብ ስለሚደረገው ስለአንተ/ቺ ንባብ ማለትም ስለንባብ ስልቶች አጠቃቀምህ/ሽ፤ስለንባብ ተነሳሽነትህ/ሽ እና ስላለፈው የንባብ ልማድ ፣ስለአሁኑ የንባብ ልማድ መረጃ ማግኘት እፈልጋለሁ፡፡ መረጃው ከጥናቱ ዓላማ ውጪ ለሌላ አገልግሎት በፍጹም አይውልም፡፡ስለቃለመጠይቁ ያልገባህ/ሽ ሃሳብ ካለ ልትጠይቀ/ቂኝ ትችላለህ/ያለሽ፡፡

ስለትብብርህ/ሽ በቅድሚ አመሰግናለሁ፡፡

1. አንድን ንባብ ስታነብ/ቢ የንባብ ስልቶችን ትጠቀማለህ/ሚያለሽ? አንድን ጽሑፍ ስታነብ/ቢ ለመረዳት እንዲያግዙህ/ሽ ምን አይነት ስልቶችን ትጠቀማለህ /ሚያለሽ?
2. አንድን ምንባብ ስታነብ/ቢ በቀላሉ ካልተረዳሃው/ ሽው ምን ታደርጋለህ/ጊያለሽ?
3. አንድን ጽሁፍ በጥሩ ሁኔታ አንብበህ/ሽ እንደሆነ እንዴት ታዉቃለህ/ቂያለሽ? ይህን እንዴት ታረጋግጣለህ?
4. ንባብ/ ማንበብ ትወዳለህ/ጃለሽ? የተለያዩ ጽሁፎችን በማንበብ ትደሰታለህ/ቾለሽ ? በትርፍ ጊዜህ/ሽ የተለያዩ ጽሁፎችን ታነባለህ/ ቢያለሽ?
5. አንተ/ችን እንድታነብ/ቢ የሚያነሳሱህ/ሽ ምክንያቶች ምንድናቸዉ? እንዳታነብ/ቢ የሚያደርጉህ/ሽ ምክንያቶችስ ምንድናቸው?
6. ስለንባብ የማትወዳ/ጃቸውን ነገሮች ልትጠቅስ/ሽልኝ ትችላለህ/ያለሽ?
7. ተነሳሽነት ያለህ/ሽ አንባቢ ነህ/ሽ? ጥሩ አንባቢ ነኝ ብለህ/ሽ ታስባለህ/ቢያለሽ? ለምን?
8. በሁለተኛ ደረጃ ትምህርት ቤትህ/ሽ በአብዛኛው ምን አይነት ንባብ ታነባለህ/ቢያለሽ? ትምህርታዊ ንባብ ፣ ለምሳሌ፣ የመማሪያ መጽሃፍትን፣ መልመጃ ደብተሮችን፣ ማሰታዎሻዎችን ወይስ ትምህርታዊ ያልሆነ ንባብ ፣ ለምሳሌ፣ መጽሄቶችን፣ ጋዜጦችን እና የድርሰት መጻህፍትን ወዘተ.? በምን ያህል ጊዜ ታነባለህ/ቢያለሽ?

9.የኢንተረኔት ጽሁፎችን ታነባለህ/ቢያለሽ ወይስ የታተሙ ጽሁፎችን? በምንያህል ጊዜ ታነባለህ/ቢያለሽ ?

10. አንተ/ቺ ማንበብ የምትፈልጋቸው /ጊያቸው ጽሁፎች ምን አይነት ናቸው? ማንበብ የማትፈልጋቸው /ጊያቸው ጽሁፎችስ የትኞቹ ናቸው?

11. ንባብን ዕውቀት ለማግኘት ወይም ለመማር እንዴት ትጠቀምበታለህ/ ሚበታለሽ? ከምታነበው/ቢው ነገር ሁል ጊዜ የምትማረው/ሪው ዕውቀት አለ?

12. ንባብን በእንግሊዝኛ ትምህርት ጊዜ እንዴት ትማርበታለህ/ ሪበታለሽ?

13. አንተ/ቺና ጓደኞችህ/ሽ ስለንባብ ታወራላችሁ? ካወራችሁ በምን ያክል ጊዜ ወይም ፍጥነት ታወራላችሁ ፤ በሳምንት፣ በሶስት ቀን ወዘተ.? ንባብን በተመለከተ ብዙ ጊዜ ስለምን ታወራላችሁ?

14. ከጓደኖችህ/ሽ ጋር ስለምታነቡት ነገር ማዉራት ያሉት ጥቅሞች ምንድናቸው? ምን ጉዳቶችስ አሉት?

15. የንባብ ስልትን መጠቀም፤ተነሳሽነት መኖር እና ጥሩ የንባብ ልምድ መኖር ከንባብ ዉጤት ጋር እንዴትይገናኛል?

በመጨረሻም ስለንባብ በጠየቅኩህ/ሽ ዙሪያ እኔ ያልጠየቅኩህ/ሽ የምትለው/ይው ነገር ካለ ዕድል ልስጥህ/ሽ?

መዝጊያ፡ በጣም አመሰግናለሁ ውድ ተማሪ፡፡ ከአንተ/ቺ ጋር በመቆየቴና ስለአንተ/ቺ እና ስለ ንባብህ/ሽ በማወቄ በጣም ተደስቻለሁ፡፡

APPENDIX-C3

***Students' Interview Transcription (Amharic*)**

Student -1 (Interview Transcription)

ጠያቂ፡ አንድን ምንባብ ስታነብ የንባብ ስልቶችን ትጠቀማለህ?

ተማሪ፡ አዎ እጠቀማሁ፡፡

ጠያቂ፡ ምን አይነት ስልቶችን ልትጠቀም ትችላለህ?

ተማሪ፡ መጀመሪያ የምጠቀምበት ምክንያቴ በማነብበት ወቅት የተጻፈውን ባነበው ሊገባኝ ይችላል፡፡ ነገር ግን ከቆየታዎች ብዛት ልረሳው ስለምችል ለማስታወስ የራሴን የንባብ ስልቶች የግድ መጠቀም ይኖርብኛል፡፡ እምጠቀማቸው ስልቶች በመጀመሪያ ከረብሻ የጸዳ ንጹህ ቦታ በማዘጋጀት፤ በሁለተኛ ደረጃ የማነበውን ሃሳብ መጀመሪያ ሃሳቡን በመረዳት ዋና ዋና ሃሳቦችን ማውጣት፤ ከተረዳሁት ሃሳብ ውስጥ ዋና መልክቶችን በመገንዘብ እያሰመርኩኝ የተገነዘብኩትን ሃሳብ ለማስታወስ እንዲመቹኝ አድርጌ በራሴ አባባል ቀለል አድርጌ ለመረዳት እሞከራለሁ፡፡

ጠያቂ፡ ጥሩ ሃሳብ፤ አንድን ጽሁፍ ስታነብ ወይም ለመረዳት እንዲያግዙህ ምን አይነት ስልቶችን ትጠቀማለህ?

ተማሪ፡ የምጠቀማቸው ስልቶች፣ ለምሳሌ እኔ የማነበው ጽሁፍ ላይ ባብዛኛው ጊዜ በእንግሊዝኛም ሆነ በሌላ ትምህርቶች ላይ የምናነባቸውን ስለዋናው ሃሳብ ጽሁፎቹን ወፈር አድርጎ በመጻፍ ወይም ደሞ የተለያዩ ቃላቶች ቁልፍ ቃል በመባል ይወጣሉ፡፡ እነዛን ቁለፍ ቃላቶች ደጋግሜ በማንበብና ስለነሱ የተጻፈ ሌላ አዳዲስ መጽሃፎች እየፈለግኩኝ ስለነሱ ያሉትን መጽሃፎች በማንበብ እነዛን ስልቶች በመጠቀምና እነዚህን ዋናዎቹን ቃላት እያሰመርኩኝ በመጠቀም እንዲገባኝ

ጠያቂ፡ ማስታወሻም ትይዛለህ ማለት ነው ሪፈረንስ፣ማጣቀሻ የምትጠቀም ከሆነ፤

ተማሪ፡ አዎ፡፡

ጠያቂ፡ እሺ ጥሩ ሃሳብ፤ሁለተኛ ጥያቄ አንድን ምንባብ/ ጽሁፍ ስታነብ ካልተረዳሀው ምን ታደርጋለህ ? እንዲያው አንድ ሃሳብ ካለህ?

ተማሪ፡ እሺ፤ ደጋግሜ በማንበብ ለመረዳት እሞከራለሁ፤ አሁንም ደጋግሜ ሳነበው ካልገባኝ በራሴ ቀለል ባለና ለማስታወስ ቀላል በሚመስሉኝ ቃላት በመግለጽ ለመረዳት እሞከራለሁ። ስላልተረዳሁት ሃሳብ የተጻፉ መጻህፍትን በመፈለግና በማንበብ ለመረዳት እሞክራለሁ።

ጠያቂ፡ እሺ በጣም ጥሩ። አንድን ጽሁፍ በጥሩ ሁኔታ አንብበሀው/ተረድተሀው እንደሆነ እንዴት ታውቃለህ ? ይህንን እንዴት ነው የምታረጋግጠው?

ተማሪ፡ እማቅበት ምክንያት ላነበብኩት ሃሳብ ባጠገቤ ላሉ ጓደኞቼም ሆኑ ቤተሰቦቼ በቀላሉ፣ ጊዜ ሳልፈጅ በቀላሉ፣ በጭር ጊዜ፣ በቶሎ ማስረዳት ከቻልኩ ለኔም ገብቶኛል ማለት ነው።

ጠያቂ፡ እህ፤

ተጠያቂ፡ ማለትም ሳላውሰበስብ ለጓደኞቼም ሆነ ለቤተሰቦቼ ሳላውሰበስብ በጥሩ ሁኔታ ከገለጽሁት ለኔም ገብቶኛል ማለት ነው።

ጠያቂ፡ ጥሩ ሃሳብ ነው።

ተማሪ፡ እማረጋግጥበት ዘዴ ደግሞ ስላነበብኩት ሃሳብ ማንኛውንም ጥያቄ በመቀበል ለተጠየቅሁት ጥያቄ መመለስ ከቻልኩና አንብቤ ስጨርስ ለራሴ በማወጣቸው ጥቄዎች ትክክለኛ መልስ ካገኘሁና ማብራራት ከቻልኩኝ።

ጠያቂ፡ በጣም ጥሩ፤ ሌላው ፣ንባብ ማንበብ ትወዳለህ?

ተማሪ፡ አዎ እወዳለሁ።

ጠያቂ፡ የተለያዩ ጽሁፎችን በማንበብ ትደሰታለህ? ትዝናናለህ?

ተማሪ፡ አዎ፤ እደሰታለሁ።

ጠያቂ፡ በትርፍ ጊዜ የተለያዩ ጽሁፎችን ታነባለህ?

ተማሪ፡ በትርፍ ጊዜዬ አነባለሁ፤ አንዳንድ የማነባቸው መጻህፍት በውስጣቸው አዲስ እውቀትና አመራማሪ ሃሳቦች ስላላቸው በማነብበት ጊዜ በማገኘው እውቀት ደስተኛ ስለሆንኩኝ በማንኛውም ጊዜ ባገኘሁት ትርፍ ጊዜ አነባለሁ።

ጠያቂ፡ ጥሩ ነው፤ ልክ ነህ እንደ..ከትምህርታዊ ጉዳይ ዉጪ የሆኑትን ታነባለህ ማለት ነው። እንደመጽሄት፣ ጋዜጣ ለማንበብ እድሉ አለህ?

ተማሪ፡ ድርሰት ምናምን በትርፍ ጊዜዬ ካገኘሁ ከትምህርት ዉጪ አነባለሁ፣ ሲደብረኝ ምናምን።

ጠያቂ፡ መልካም፤ የኢንተርኔት ጽሁፎችን ምናልባት ታነባለህ?

ተማሪ፡ የኢንተርኔት ጽሁፎችን አነባለሁኝ፤ ያው አንዳንድ ጊዜ፤ሙሉ ጊዜ ባይሆንም አነባለሁ።

ጠያቂ፡ እሺ ጥሩ ፤ሌላው እምጠይቅህ ጥያቄ አንተን እንድታነብ የሚየነሳሱህ ምክንያቶች ምንደናቸው?

ተማሪ፡ የሚያነሳሱኝ ምክንየቴ መጀመሪያ ማንበብ ማስደሰቱን መረዳቴ ነው፤ በሁለተኛ ደረጃ ደግሞ አዳዲስ እውቀቶችን ከመጽሃፉ ማግኘቴ ነው፤ ሶስተኛ፣ ያገኘኋቸውን እወቀቶች ለመተግበር ያለኝ ፍላጎት ነው።

ጠያቂ፡ በጣም ጥሩ፤ እንዳታነብ የሚያደርጉህ ምክንያቶችስ ምንድናቸው? ንባብን እንዳታነብ፣ ንባብን እንዳትወደው፤ የተነሳሳህ እንዳትሆን፣ የሚያደርጉ ነገሮች ይኖራሉ?

ተማሪ፡ አብዛኛውን ጊዜ እንዳላነብ የሚያደርጉኝ የሉም :: ግን አንዳንድ ጊዜ ለምሳሌ በደበረኝ ጊዜ የድርሰት መጽሃፎችን ሳነብ የተለያዩ ቦታዎች ላይ የማያስፈልጉ ቃላቶች የሚጠቀሙ ከሆነና አግባባዊ ያልሆኑ፣ ለምሳሌ ስለአንድ ሰው የህይወት ታሪክ ምናምን ተጽፎ ያለሆነውን በውሸትም ሆነ በውነት ስለግለሰቡ የተጻፉ ነገሮች ካሉ እንዳላነብ ሊያረጉኝ ይችላሉ።

ጠያቂ፡ ትክክል፤ ሌላ ከዚህ ጋር የሚቀራረብ ሊሆን ይችላል፤ ስለንባብ የማትወዳቸው ነገሮች ልትጠቅስልኝ ትችላለህ ? አጠቃላይ ንባብ የሚባለው ሃሳብ ሲነሳ እማትወደው ነገር ካለ?

ተማሪ፡ እኔ በራሴ በኩል ከማንበብ የምጠላው ነገር የለም፤ ምክንያቱም ማንበብ ሙሉ ሰው ያረጋል እንጂ ጎደሎ አያደርግም።

ጠያቂ፡ በጣም ጥሩ፤ አንተ ራስህን ስትገመግም፣ ተነሳሺነት ያለህ አንባቢ ነህ? የተነሳሳህ ለማንበብ ደስተኛና በጣም የጓጓህ አይነት አንባቢ ነህ?

ተማሪ፡ እኔ እንደማስበው ለራሴ ለማንበብ ተነሳሺነቱ አለኝ ብዬ አስባለሁ። ምክንያቱም እንደራሴ ሳየው ከበፊቱ አነባበቤ አሁን የበለጠ እንደማነብና የማንበብ ጥቅሙ ገብቶኛል ብዬ አስባለሁ።

ጠያቂ፡ ጥሩ አንባቢ ነኝ ብለህስ ታስባለህ?

ተማሪ፡ ከሌሎች አንጻር ጥሩ አንባቢ ነኝ ብዬ አስባለሁ፤ካብዛኛዎቹም ባይሆን።

ጠያቂ፡ ለምድነው እንደዛ የምታስበው?

ተማሪ፡ ምክንያቱም በራሴ ተነሳሺነት እማነብና በራሴ ተነሳሺነት ከሆነ እማነበው እዚህ ሊገባኝም ይችላል፤በቤተሰብ ተነሳሺነት ከሆነ ግን ይሄ በግዳጅ ስለሆነ የመጣው ሊገባኝም ስለማይችል በራሴ ተነሳሺነት ካልሆነ።

ጠያቂ፡ በነጻነት ስታነብ ነው ማለት ነው።

ተማሪ፡ አዎ።

ጠያቂ፡ ጥሩ ነው። በዚህ በሁለተኛ ደረጃ ትምህርት ቤትህ ባብዛኛው ምን አይነት ንባብን ነው እማታነበው፤ ትምህርታዊ ንባብ፣ ለምሳሌ መማሪያ መጻህፍትን፣የመልመጃ ደብተሮችን፣ ማስታሻዎችን ነው ወይስ ትምህርታዊ ያልሆኑ ንባብ እንደ መጽሄቶችን ፤ጋዜጠችንና የድርሰት መጻህፍትን ነው?

ተማሪ፡ አብዛኛውን ጊዜ ትምህርታዊ ንባብ አዘወትራለሁኝ። አልፎ አልፎ ግን አንዳንድ ጊዜ ከትምህርት ዉጪ የድርሰት መጻህፍትን፣ የድርሰትና ልቦለድ መጽሃፎችን አነባለሁ።

ጠያቂ፡ አዎ፤ እንግዲህ እነዚህን ስታነብ በምን ያህል ጊዜ ነው የምታነበው፤ ባብዛኛው እማነበው ትምህርታዊ ነው ብለሐኛል፤ እንዴት ነው ሁልጊዜ ነው እምታነበው በየቀኑ በሚባል ደረጃ ነው እንዴት ነው እምታነበው?

ተማሪ፡ ትምህርት ነክ የሆኑ ምንባቦቹን የማነበው በየቀኑ ነው፤ ባለኝ ትርፍ ገዜዎች ጊዜዬን አብቃቅቼ በፕሮግራም አነባለሁ። ከትምህርት ነክ ዉጪ ልቦለድና ድርሰት ምናምን የሆኑትን ደግሞ በተረፈችኝ ከትምህርት ዉጪ በተረፈችኝ አጭርም ብትሆን በዛች ጊዜ አነባለሁ።

ጠያቂ፡ በጣም ጥሩ። ከዚህ ጋር ተያይዞ የኢንተርኔት ጽሁፎችን ታነባለህ?

ተማሪ፡ አልፎ አልፎ የኢንተርኔት ጽሁፎችን አነባለሁ። ነገር ግን የታተሙ መጽሃፎችን ከኢንተርኔት ጽሁፎች የበለጠ አነባለሁ። ትምህርት ነክ ከሆኑ ባወጣሁት ፕሮግራም መሰረት አነባቸዋለሁ፤ የተጻፉትን ማለት ነው፤ከትምህርት ዉጪ ከሆኑ ለምሳሌ ወቅታዊ ጉዳዮች ከሆኑ በትርፍ ጊዜዬ የኢንተርኔት ጽኁፎችን በማንበብ ስለወቅታዊ ጉዳዮቹ መረጃ እየሰበሰብኩኝ እገነዘባለሁ።

ጠያቂ፡ አዎ፤ እንግዲህ በርግጥ አብራርተሀው ይሆናል፤ በምን ያህል ጊዜ ነው መረጃዎችን ልታነብ የምትችለው? በየቀኑ ፣በየሶስት ቀን፤በየሁለት ቀን እንደዚህ በሚባል ደረጃ ይገለጻል?

ተማሪ፡ አይ ብዙዉን ጊዜ አልጠቀምም ኢንተርኔት፤ ከትምህርቴ ዉጪ በሳምንት አንዳንድ ጊዜ አንዳንድ በሶስት ቀን አንዳንድ ጊዜ በሳምንት እጠቀማለሁ።

ጠያቂ፡ ትምህርታዊ ነገሮችን አታገኝም? የቤት ስራ ምናምን የመሳሰሉ ነገሮችን?

ተማሪ፡ የቤት ስራ የምሰራው ሃው፤ አሳይመንት ምናምን ሲሰጠን ግን የሚከብደን ከሆነ ግን ሌሎች መምህራንን ጠይቀን አልሰራ የሚሉን ከሆነ ከኢንተርኔት ላይ ሰርች በማድረግ እንሰራለን።

ጠያቂ፡ በጣም ጥሩ፤ አንተ ማንበብ የምትፈልጋቸው(የምትፈልጋቸው) ጽሁፎች ምን አይነት ናቸው/ ማንበብ የማትፈልጋቸውስ የትኞቹ ናቸው?

ተማሪ፡ ማንበብ የምፈልጋቸው ከትምህርት ጋር ተያያዥነት ያላቸው አመራማሪ መጻህፍትን ማንበብ ደስ ይለኛል፤ማንበብ የማልፈልጋቸው ደግሞ ስለማንኛውም ግለሰብ ወይም ማህበረሰብ በዉሸት ወይም እነሱን በማይገልጽ ጽሁፍ የተጻፉ መጻህፍትን ማንበብ ደስ አይለኝም።

ጠያቂ፡ እሱ በይዘቱ ነው ልክ ነህ፤ ጽሁፍ በባህሪው እንዲሁ ወይ በእይታው በመሳሰሉት የሚያስጠላህ የለም?

ተማሪ: እነዚህ ዝም ብለን ስናነባቸው ወዲያው ሊገቡን የማይችሉ በድብቅ ቋንቋ፣ ቅኔ ባለው ቋንቋ ከተጻፉ አብዛኛውን ጊዜ አልወዳቸውም።

ጠያቂ፡ ቋንቋቸው ከባድ ሲሆን፤

ተማሪ፡አዎ፤ ለማንበብም ለመተርጎም ግራ የሚገቡ ከሆኑ አብዛኛውን ጊዜ እነሱን ማንበብ አልፈልግም።

ጠያቂ፡ መልካም፤ ሌላው ጥያቄ ንባብን እውቀት ለማግኘት ወይም ለመማር እንዴት ትጠቀምበታለህ? ከምታነበው ነገር ሁልጊዜ የምትማረው እዉቀት አለ?

ተማሪ፡ አዎ፤ በምናነብበት ወቅት እዉቀት እናገኛለን፤ አዉቀት ስናገኝ ደሞ እንማራለን፤መማር ማለት ደግሞ ባገኘነው እዉቀት የባህሪ ለዉጥ ማሳየት አንዱ ሲሆን በማነብበት ወቅት ሁልጊዜም ቢሆን እዉቀት አገኛለሁ። ማለትም አብዛኛውን ጊዜ የማባቸው መጽሃፎች ስለ አንድ ነገር ስለሚደጋግሙ አሁን ለምሳሌ መማሪያ መጽሃፎች ላይ አብዛኛውን ጊዜ ስለሚደጋግም በምናነብበት ወቅት ያወቅነውን ነገር እንድናስታውስ ይረዳናል እነጂ አዳዲስ እውቀት የለውም። አልፎ አልፎ ግን ርእሱን አስፋፍተን ስናየው አዳዲስ እውቀት ልናገኝበት እንችላለን።

ጠያቂ፡ በጣም ጥሩ፤ንባብን በእንግሊዝኛ ትምህርት ጊዜ እንዴት ትማርበታለህ?

ተማሪ፡ እንግሊዝኛ መግባቢያችን ባለመሆኑ ምክንያት በምናነብበት ወቅት ግራ ሊገባን ይችላል። ደጋግመን የምናነብ ከሆነ ቀላል ይሆናል፤ የመናነበውን የእንግሊዜኛ ጽሁፎች በቋንቋችን በመተርጎም መረዳት እንችላለን።

ጠያቂ፡ በእንግሊዝኛ ክፍለ ጊዜ በአብዛኛው ምን አይነት እውቀትን ነው እምታገኘው ? ለምሳሌ የቃላት እውቀት ሊኖር ይችላል።

ተማሪ፡ ስለማንኛውም የተጻፉ ለምሳሌ አንድ ርዕስ የተጻፈው አለ፤ ስለዛ በተጻፈው ዙሪያ የማላቀው ርዕስ ካለ ያንን በመገንዘብና በመተርጎም ስለርእሱና ስለተጻፈለት ነግር መረዳት ይቻላል።

ጠያቂ፡ እሺ፤ በጣም ጥሩ፤ አንተና ጓደኞችህ ስለንባብ ታወራላችሁ ወይም ትወያያላችሁ የሆነ ጽሁፍን አስመልክቶ?

ተማሪ፡ አዎ፤ አብዛኞቹ ጓደኞች ሲነሱ እማይፈልጉ አሉ፤በዛውም ልክ ግን አንብቦ የመለወጥ አላማ ካላቸው ጓደኞች ጋር ልንወያይ እንችላለን። ለሰአታት ልናወራ እንችላለን፤የምናወራቸው አበዛኞቹ በትምህርቱ ዙሪያ ስለተጻፉ ጽሁፎች እናወራለን።

ጠያቂ፡ አዎ፤ ልክ ነህ፤ በምን ያክል ጊዜ ነው የምታወሩት? በሳምንት፤ በሶሰት ቀን ባራት ቀን? ከክፍል ዉጭም ታወራላችሁ?

ተማሪ፡ ከክፍል ዉጪም እናወራለን፤ በምንገናኝበት ጊዜም እናወራለን፤ አብዛኛውን ጊዜ ግን በክፍልና ላይብረሪ በምንገናኝበት ሰዓት እንወያያለን።

ጠያቂ፡ ንባብንስ በተመለከተ ብዙዉን ጊዜ ስለምንድነው የምታወሩት፣የምትወያዩት?

ተማሪ፡ ስለምንማረው ነገር የተማርነው ነገር ላይ፤ በተጻፈው ባነበብነው ዙሪያ ያለንን እዉቀት ሁላችንም

እያወጣን በማካፈል አንደኛችን ያልገባንን አንደኛችን በማስረዳት በማንበብና የንባብ ክህሎታችንን በማዳበር ለማሳደግ ይረዳናል።

ጠያቂ፡ መልካም፤ ከጓደኞችህ ጋር ስትወያዩ ዉይይቱ ጉዳትስ ሊኖሩት ይችላል?

ተማሪ፡ ጉዳት አብዛኛውን ጊዜ አለው በዬ አላስብም።

ጠያቂ፡ አዎ፤ እንዲያው ለመወያየት ብላችሁ ተገናኝታችሁ ሁል ጊዜ ተወያይታችሁ ነው እምትለያዩት?

ተማሪ፡ አብዛኛውን ጊዜ ጥቅም አለው ብዬ ነው እማስበው። ምክንያቱም እኔ ሳነብ ያልገባኝን የገባቸው ሊኖሩ ይችላሉ። ያን ጊዜ እኔ ያልገባኝን እነሱ ገብቷቸው ሊያስረዱኝ ይችላሉ ፤እነሱ ያልገባቸውን ደግሞ እኔ ገብቶኝ ላስረዳቸው እችላለሁ። እና በምንወያይበት ሰዓት እኔ የገባኝን አስረዳቸዋለሁ ፤እነሱም የገባቸውን ያስረዱኛል፤ጥቅሙ እዚህ ጋ ነው፤ ጉዳት ግን አለው ብዬ አላስብም፤ እሚቀልዱ ከሆነ ግን ጉዳት ሊኖረው ይችላል፤ ሊጎዳን ይችላል፤ እኛንም እንዳናነብ ሊያረጉን ይችላሉ።

ጠያቂ፡ በጣም ጥሩ፤መምህራችሁስ ይሄ ዉይይት የሚባለው ነገር በርግጥ ያው በመጽሃፍ በምትማሩት ቴክስት ዙሪያ ሊሆን ይችላል፤ትወያያላችሁ ከመምህሩ ጋር?

ተማሪ፡ ያልገቡን ሃሳቦች ካሉ ስለተጻፈው ነገር ከመምህሮቻችን ጋር ወይይት እናደርጋለን፤ያልገባንንም እንዲያስረዱን እንጠይቃለን፤ እነሱም መጀመሪያ በመጽሃፉ መሰረት ቅደመንባብም ካለው ቅድመንባቡን ያስረዱናል፤ ከምንባቡ የወጡም ካሉም ደሞ እነሱን ይሰሩልናል፤ በዚያ ዙሪያ፣በምንባቡ ዙሪያ ዉይይት እናደርጋለን ከመምህሮቻችን ጋር።

ጠያቂ፡ እሺ መልካም፤ ሌላ ምናልባት የመጨረሻ ጥያቄ ሊሆን ይችላል ፤ጥሩ የንባብ ስልቶችን መጠቀም ፣ጥሩ ተነሳሽነት መኖርና ጥሩ የንባብ ልምድ መኖሩ ከንባብ ዉጤትህ ጋር እንዴት ይገናኛል?

ተማሪ፡ የንባብ ስልት መኖሩ ጥሩ የንባብ ልምድ እንዲኖረን ያደርጋል፤ የንባብ ስልት ከተጠቀምን ልንረዳቸው ያልቻልናቸውን ሃሳቦች በቀላሉ መረዳትና ማስታወስ እንችላለን፤ በዚህ ምክንያት የምናነበውን መረዳትና ማስታወስ ከቻልን በንባባችን ዉጤታማ እንሆናለን፤ ተያያዥነታቸው ይህ ነው ብዬ አስባለሁ።

ጠያቂ፡ እነዚህ አሁን ተነሳሺነት ያለው ተማሪ መሆን፣ ጥሩ የንባብ ልምድ ያለው መሆን ጥሩ ዉጤት ለማምጣት ያስችላል ትላለህ?

ተማሪ፡ እንደኔ አስተሳሰብ ጥሩ ዉጤት አለው ብዬ አምናለሁ።

ጠያቂ፡ በጣም ጥሩ፤በመጨረሻም ስለንባብ በጠየቅኩህ ዙሪያ ስለንባብ እኔ ያልጠየቅኩህ አንተ የምትለው ካለ እድል ልስጥህ፤

ተማሪ፡ እሺ፤ማንበብ ሙሉ ሰው እንደሚየደርግና የማንበብ ልምዳችንን በማዳበር ሁላችንም በሃገራችን ልማት ላይ ተጽእኖ ፈጣሪ በመሆን እያንዳንዳችን ለመጪው ትውልድ አሻራችንን ጥለን ማለፍ እንዳለብን መናገር እፈልጋለሁ።

ጠያቂ፡ እሺ፤ ዉድ ተማሪ፣በጣም ነው እማመሰግነው፤ካንተ ጋር በመቆየቴና ስላነተ ንባብ ብዙ በማወቄ በጣም ተደስቻለሁ።

ተማሪ፡ ስለ ቃለመጠይቁ በጣም አመሰግናለሁ፤ስለንባብ ያለኝን ሃሳቤን ለማስተላለፍ ስለረዳህኝ በጣም አመሰግናለሁ።

ጠያቂ፡እሺ።

Student- 2 (Interview Transcription)

ጠያቂ፡ እሺ፤ የመጀመሪያው ጥያቄ ፣አንድን ንባብ ስታነብ የንባብ ስልቶችን ትጠቀማለህ?

ተማሪ፡ አዎ፤ አንድን ንባብ ለማንበብ ማንኛውንም አይነት የንባብ ስልት መጠቀም ይኖርብናል። ምክንያቱም ንባብ በምናነብበት ሰዓት ንባቡን ተረድተነው ማለፍ ስለሚኖርብን ነው። ንባብ ለማንበብ

እምንጠቀምባቸው ስልቶች መጀመሪያ ለማንበብ እሚመቹን ጽዱና ማንኛውንም እሚረብሹ ወይም ሃሳባችንን ሊሰርቁ የማይችሉ ቦታዎች ጸጥ ያሉ እንመርጣለን፤ በመቀጠልም የምናነበውን ሰብጀክቶች ወይም ማንኛውንም ነገር ማዘጋጀት ይኖርብናል፤ እሱን ካዘጋጀን በኋላ ምንባቡን በመጀመሪያ ሙሉ በሙሉ እናየዋለን፤ከዛ በኋላ በድጋሚ በስነስርዓት አርገን፣ እንዲገባን አድርገን እናነባለን።እንደዛ ካነበብን በኋላ በስተመጨረሻ ምን ተረዳሁ ብሎ መጽሃፉን ወደሌላ በኩል አድርገን እራሳችንን በስነስርዓት ጠይቀን የተረዳነውን ቢያነስ መቶ ፐርሰንት አርገን ብንይዘው ቢያንስ ከሃምሳ ፐርሰንት በላይ ከያዝን ቢያንስ ተረድተናል ማለት እንችላለን ማለት ነው። እና ይህንን ያህል መጠቀም እንችላለን።

ጠያቂ፡ መልካም ፤ አንድን ጽሁፍ ስታነብ ለመረዳት እነዲረዳህ ምን አይነት ስልቶችን ትጠቀማለህ? ዝርዝር ስልቶች እምታስታውሳቸው ይኖራሉ?

ተማሪ፡ እምጠቀመው ስልት ምንባቡን ለማንበብ መጀመሪያ እሚረብሹ ነገሮችን ካስወገድን በኋላ ስልት እምንጠቀመው በሎሆሳስ ማንበብ ነው እምንጠቀመው።

ጠያቂ፡ በለሆሳስ፤

ተማሪ፡ አዎ፤ ምክንያቱም ጮክ ብዬ ባነበብኩ ቁጥር የራሴ ሃሳብ ይሰረቃል። ስለዚህ በውስጤ አንብቤ የተረዳሁትን ደግሞ ቃሌን እያወጣሁ እገልጸዋለሁ ማለት ነው።

ጠያቂ፡ በጣም ጥሩ፤ አንድን ምንባብ ስታነብ በቀላሉ ካልተረዳሀው ምን ታደርጋለህ ፤ አልገባ ካለህ?

ተማሪ፡ ያንን ምንባብ ልረዳው ካልቻልኩ ደጋግሜ ባነበውም ሊገባኝ ካልቻለ፣ ለትንሽ ሰዓት ራሴን ሪላክስ አረጋለሁ፤ ሙዚቃ ለማዳመጥ ይሆናል ወይም ደግሞ ወጣ ብለን ፊታችንን ታጥበን የተለያዩ እስፖርታዊ እንቅስ ቃሴዎችን አርገን ተመልሰን ወደዛ ርእስ ገብተን እንዲገባን ማድረግ እንደዛ አረጋለሁ።

ጠያቂ፡ በጣም ጥሩ፤ ሌላ ከዚህ ጋር ተያይዞ አንድን ጽሁፍ በጥሩ ሁኔታ አንብበህ እንደሆን እንዴት ነው እምታውቀው? ተረድተኀው እንደሆነ ለማወቅ?

ተማሪ፡ ያንን ጽሁፍ ተረድቼው እንደሆነ ለማወቅ እራሴን በምፈትሽበት ሰዓት ያወቅሁትን በመገምገም ምን ያህል ተረድቼዋለሁ ብዬ እራሴን እገመግማለሁ፤ በዛን ሰዓት የምመልሰው ምላሽ ካነበብኩት ጋር ቁርኝት ያለው ከሆነ ይሄንን ነገር ተረድቼዋለሁ ብዬ አስባለሁ።

ጠያቂ፡ በጣም ጥሩ፤ንባብን ማንበብ ትወዳለህ?

ተማሪ፡ አዎ፤ ማንኛውም ንባብ ለሰው ልጅ የውቀት መሰረት እስከሆነ ድረስ ማንኛውም ሰው ሊወደው ይገባል። እኔ እንደራሴ ምንባብ ማለት የውቀት ምንጭ እስከሆን ድረስ ሁሌም ቢሆን ምንባብ እወዳለሁ።

ጠያቂ፡ የተለያዩ ጽሁፎችን በማንበብ ትደሰታለህ? እንደ መዝናኛ ትጠቀምበታለህ?

ተማሪ፡ የተለያዩ ጽሁፎችን እንኳን ሳይሆን እኔ በዕድሜዬ የማነበው የራሴን ሰብጀክቶች ለትምህርት የሚያግዘኝን እንዲሁም ቶፕ መጽሃፎችን ካልሆነ ለሪፈረንስ ካልሆነ ሌሎችን ብዙም አልጠቀምም። አንዳንዴ ምናልባት ልቦለዶችን ላነብ እችላለሁ፤ ሌላ ግን ከዚህ የወጣ ምንባብ እንኳን አንብቤ አላውቅም።

ጠያቂ፡ይሄ ማለት በትርፍ ጊዜህ የተለያዩ ጽሁፎችን ታነባለህ ማለት ነው?

ተማሪ፡ አይ አላነብም ፤ ከትምህርት ውጪ እና ከልቦለድ ውጪ ።

ጠያቂ፡ አይ ልቦለድም ያው ነው፤ በትርፍ ጊዜ የሚነበብ ስለሆነ ።

ተማሪ፡ ስለዚህ አነባለሁ ማለት ነው።

ጠያቂ፡ እሺ፤ ቀጥሎ አንተን እንዳታነብ እሚያደርጉህ ወይም አንተ እንድታነብ የሚያነሳሱህ ምክንያቶች ምንድናቸው? እንዳታነብ የሚያደርጉህ ምክንያቶችስ ምንድናቸው?

ተማሪ፡ እኔ አሁን ባለሁበት ደረጃ እንዳነብ የሚገፋፉኝ ነገሮች ተምሬ ትልቅ ደረጃ ደርሼ ራሴንም የሁሉንም ሰው ህይወት መለወጥ እፈልጋለሁ፤ የሃገሪቷንም የኢኮኖሚ ደረጃ አሁን ባለንበት ደረጃ

ከአፍሪካ ሃገር በአመራራችን ትንሽ የበለጸገች ሊሆን ይችላል፤ ነገር ግን እኔ አሁን ተምሬ በእድሜዬ ጊዜ የተለያዩ ስራዎችን ፈጥሬ መስራት ስለምፈልግ ነው ፤ ግን አሁን ደሞ እንዳላነብ የሚየረጉኝ ነገሮች የጓደኛ ተጽዕኖ ሊሆን ይችላል ፤የቤተሰብ ተጽዕኖ ሊሆን ይችላል፤ ግን የቤተሰብ ተጽእኖ የለብኝም ፤ግን ከጓደኞቸቼ ጋር ብዙ ጊዜ ጥሩ ወዳልሆኑ ቦታዎች እንሄዳለን፤ ያ እንዳላነብ አድርጎኝ ሊሆን ይችላል፤ ግን አነባለሁ።

ጠያቂ፡ ጥሩ፤ ሌላ ከመምህር ጋር ፤ ከትምህርት ቤት ጋር ተያይዞ ተጽእኖ የሚያሳድሩብህ ነገሮች የሉም?

ተማሪ፡ አይ ከመምህር ጋር ምናምን ተያይዞ ተጽዕኖ የሚያሳድርብኝ የለም፤ተጽዕኖ አሁን በሱ ዙሪያ ስናይ አንድ መምህር ሲያስተምር የማይገባ ምናምን ከሆነ ያንን ሰብጀክት ጨርሶ ልንጠላው እንችላለን። ነገር ግን ይህንን ሃሳብ ከጭንቅላታችን አስወጥተን ራሳችንን አሳምነን ግዴታ ማንበብ ስላብን አሁን ካላነበብን ደግሞ የነገውን ፈተና ማለፍ አንችልም። ስለዚህ ማንበብ ስላለብን ያው የግድ ከመምህር ጋ ያለው ተጽእኖ ቢኖርብኝም እንኳን የነሱ ችግር እንዳልሆነ አርጌ የራሴ ችግር እንደሆነ አስቤ እያነበብኩ እገኛለሁ።

ጠያቂ፡ በጣም ጥሩ፤ስለንባብ የማትወዳቸውን ነገሮች ልትጠቅስልኝ ትችላለህ?

ተማሪ፡ ንባብ ማንኛውም ነገር እውቀት መጨበጫ እስከሆነ ድረስ ላልወዳቸው እማልችላቸው ነገሮች የሉም፤ ሁሉንም ማለት ሁሉንም የንባብ አኳኋኖች እወዳቸዋለሁ። ምክንያቱም ንባቦችን በማነብበት ሰዓት የተለያዩ ስልቶችን መጠቀም ስላለብኝ በዛ እንደባህሪው ተጠቅሜ ንባብ ግጥምንም በዜማ የተለያዩ እንደዛ ዕያረኩ ማንበብ ስላለብኝ ከንባብ እምጠላው ነገር ለም።

ጠያቂ፡ እሺ፤ አንተ ራስህን ስታይ ተነሳሽነት ያለህ አንባቢ ነህ?

ተማሪ፡ አይ ተነሳሺነት...

ጠያቂ፡ የተነቃቃህ፣ለማንበብ ደስተኛ የሆንክ?

ተማሪ፡ ለማንበብ ደስተኛ ነኝ፤ ግን ጊዜ ሰጥቼ ከሰብጀክት ዉጪ ለማንበብ ብዙም ቆራጥ አደለሁም። እና ይሄንን ደግሞ ከዚህ በታላ እንደማረግ ተስፋ አርጋለሁ።ግን አሁን ባለሁበት ደረጃ ሳብጀክቴን ማንበብ ውዴታ ብቻ ሳይሆን ግዴታም ስለሚሆንብኝ አነባለሁ ማለት ነው። ሌላ ግን እንደዚህ ፍላጎቱ አለኝ፤ ግን ማንበብ አልቻልኩም እስካሁን ግን ጥሩ አንብቢ ነኝ ብዬ አላስብም።

ጠያቂ፡ አይ ጥሩ አንባቢ ነኝ ብለህ አታስብም አሁን፣ ጥሩ አንባቢ ነኝ፤ ጥሩ አንባቢ ነኝ ብለህ አታስብም ጥሩ አነባለሁ ብለህ አትገምትም?

ተማሪ፡ እንደሱ እንኳን ብዬ አላስብም።

ጠያቂ፡ ለምን?

ተማሪ፡ ምክንያቱም ጥሩ አንባቢ ነኝ ማለት የሚቻለው መንኛውንም እሚነበብ ነገር ሳይጠሉ እያገላበጡ ከስር እስከላይ ማንበብና መረዳት ሲሆን እኔ ደግሞ በአሁኑ ሰዓት የማነባቸው ሰብጀክቶቼንና እንዳልኩህ ቅድም ልቦለዶችን ስለሆነ ጥሩ አንባቢ ነኝ ብዬ ሙሉ ለሙሉ መግለጽ አልችልም። ግን አንባቢ ነኝ ብዬ ማለት እችላለሁ። ግን ጥሩ ከሚባሉት ውስጥ ልመደብ አልችልም ።

ጠያቂ፡እሺ ፤ቀጥሎ በሁለተኛ ደረጃ ትምህርት ቤትህ ባብዛኛው ምን አይነት ንባብ ታነባለህ፤ ትምህርታዊ ንባብ፣ ለምሳሌ የመማሪያ መጻህፍትን፣ መልመጃ ደብተሮችን፣ ማስታወሻዎችን ወይስ ትምህርትዊ ያልሆነ ንባብ፣ ለምሳሌ መጽሄቶችን፣ ጋዜጦችንና የድርሰት መጻህፍትን ወዘተ?

ተማሪ፡ ባሁኑ ሰዓት በሁለተኛ ደረጃ ባለሁበት ሰዓት ሁሉንም አሁን የተገለጽትን ላነባቸው እችላለሁ፤ እያነበብኳቸው እምገኘው፤ ባብዛኛው ሰብጀክታዊ ወይም ትምህርት ነክ የሆኑ፣ ለምሳሌ ማስታወሻዎችን የራሴ ሰብጀክት ትምህርት መጽሃፎችን እንዲሁም ደግሞ የተለያዩ ከመምህሮቻችን እሚመጡ ወርክሺቶችን እነሱን እያነበብኩ እገኛለሁ። ነገር ግን አሁን ባለኝ አጭር ጊዜ ውስጥ ፈተና ተፈታኝ ስለሆነኩ ልቦለዶችን ምናንምን ጊዜ ሰጥቼ ማንበብ አልቻልኩም። ስለዚህ ሰብጀክታዊ የሆኑ ነገሮችን እያነበብኩ እገኛለሁ።

ጠያቂ፡ እሺ ጥሩ፤ እነዚህ ንባብ ፣ ትምህርታዊ ንባብ አነባለሁ ብለኝኛል፤በምን ያክል መጠን በምን ያክል ጊዜ ነው እምታነበው በየለቱ ነው ወይስ ለአንድ ሰዓት፣ እንደዛ በሚገለጽ ሁኔታ ነው?

ተማሪ፡ በየለቱ ሳይሆን አሁን በምንማርበት ስኣት ክላስ ዉስጥ ሳይገባን እምናለፋቸው ሊኖሩ ይችላሉ፤ እነሱን ደግሞ ጊዜ ሰጥተን በስነስርኣት ሳያልፉብን፣ ሳይደራረቡብን ወዲያው ማንበብ ይኖርብናል። ስለዚህ ጊዜ ሰጥተን እንደሱ ነው እንጂ እማነበው አሁን ያልገባኝ ካለ ያልገባኝ እንዲገባኝ፣ ግን ገብቶኝ ያለፈኝን ለሱ ደሞ ጊዜ ሰጥቼ ማንበብ አልችልም። ግን ያልገቡኝን ነገሮች ደግሞ ወዲያውኑ ጊዜ ሰጥቼ በቀ ን ም ሊሆን ይችላል፤ ቀን ኣሳልፌም ሊሆን ይችላል፣ ግን ባቀድሁት መሰረት አነባቸዋለሁ።

ጠያቂ፡ በጣም ጥሩ፤ የኢንተርኔት ጽሁፎችን ታነባለህ ወይስ የታተሙ ጽሁፎችን ነው እምታነበው?

ተማሪ፡ የኢንተርኔት ጽሁፎችን ሶሻል ሜዲያ ላይ ምናምን እሚለቀቁ ፣ እነሱ እነሱን አንዳንዴ አነባለሁ፤ ግን በጋዜጣ እሚታተሙ እነሱን አንብቤ አላቅም። የኢንተርኔቱን ትንሽ ሞክሬው አውቃለሁ።

ጠያቂ፡ ለመማር ያክል፣ የታተመ ማለት የምትማሩበትም የታተመ ነው፤ ኖት ሊሆን ይችላል፤ ግን ያንን በኢንተርኔት መልክ ነው ወይስ በታተመ መልክ ነው?

ተማሪ፡ በኢንተርኔት መልክ ነው ባሁኑ ሰዓት እየተጠቀምኩ እምገኘው እንደራሴ ማለት ነው።

ጠያቂ፡ ደብተሮችህን ምኖችህን በምን መልክ ነው እምታነባቸው?

ተማሪ፡ ደብተሮቼን በራሴ አነባቸዋለሁ ፤ ግን የተለያዩ ጥያቄዎች ምናምን ሲሰጡ ከኔ በላይ ከሆኑ ኢንተርኔት ተጠቅሜ፣ በንደዛ አማካኝነት እሰራቸዋለሁ ማለት ነው።

ጠያቂ፡ አዎ፤ ለማቃለል ሲባል፤

ተማሪ፤ አዎ ለማቃለል ሲባል።እንጂ አንተ እንዳልከኝ ከሆነ ግን በጣም እያነበብኩ የምገኘው የታተሙ መጻህፍትን ነው፤ መጽሃፎችን ነው ምክንያቱም የታተሙትም በመንግስትም ደረጃ ቀርበው ስለሆነ እንድንገለበልባቸው እስከሆነ ድረስ ግዴታ እገለገልበታለሁ ማለት ነው።

ጠያቂ፡ አንተ ማንበብ የማትፈልጋቸው ጽሁፎች ምን አይነት ናቸው?

ተማሪ፡ እኔ ማንበብ የማልፈልጋቸው ሊኖሩ ይችላሉ፤ ነገር ግን ሁሉም እውቀት አስተላላፊ የሆኑ ማንኛውንም ነገር ማንበብ እፈልጋለሁ ፤ምክንቱም እውቀቴን እያካበትኩ ወይም እያሳደግሁ ማለፍ ስፈልግ እውቀት እሚያስተላልፍ ከሆነ አነበዋለሁኝ፤ ነገር ግን እውቀት እማያስተላልፍ ዝም ብሎ ነገር ከሆነ ግን እንዲህ ያለ ነገር ማንበብም አልፈልግም።

ጠያቂ፡ መልካም፤ ንባብን እውቀት ለማግኘት ወይም ለመማር እንዴት ነው እምትጠቀምበት? ወይም ደግሞ ከምታነበው ነገር ሁሉ ሁል ጊዜ እወቀት ታገኛለህ ወይም ትማራለህ?

ተማሪ፡አዎ፤ ከማነበው ነገር ሁሉ እውቀት አገኛለሁ። ምክንያቱም እውቀት ከሚያስገኙ ነገሮች ሁሉ መጀመሪያ እንደተጠየቅሁት ጊዜ አልሰጥም ለማንበብ፤ ስለዚህ እውቀት እማገኝባቸውን ነገሮች አንብቤ እወቀት አገኝባቸዋለሁ። አሁን ለመማር እዉቀትን ለመማር እንደምጠቀምበት ሁሉ ማንበብን እውቀት ለማግኘት እጠቀምበታለሁ ማለት ነው።

ጠያቂ፡ በጣም ጥሩ፤ንባብን በእንግሊዝኛ ክፍለጊዜ ወይም ትምህርት ጊዜ እንዴት ነው እምትማርበት፣ በተለይ በእንግሊዜኛ ክፍለጊዜ?

ተማሪ፡ ንባብን በእንግሊዝኛ ትምህርት ክፍለጊዜ ሲጀመር ከሌተር ጀምሮ ወርድ እያረግን እየገጣተምን ከታች ክፍል ጀምሮ ስንማር የመጣነው ሲሆን እሱን ፓሴጅ በምናነብበት ጊዜ ፖይም በምናነብበት ጊዜ ሊሆን ይችላል። ቮካቡለሪዎችን ዋና ዋና ቃሎችን እየፈጠርን እየፈታን በዛ አማካኝነትየተለያ ትርጉም ያላቸውን ነገሮች በአማርኛ በመዝገበ ቃል እየፈታን አውቀናቸው እያለፍን ያንን ፓሴጅ ወይም ማንኛውንም ነገር ሊሆን ይችላል ተረድተነው እያለፍን እንደዚህ አርገን በእንግሊዝኛ ክፍለጊዜ እስካሁን ድረስ መተናል ማለት ነው።

ጠያቂ: በጣም ጥሩ፤ አንተና ጓደኞችህ ስለንባብ ታወራላችሁ ወይም ትወያያላችሁ?

ተማሪ፡ አዎ፤ ስለንባብ ከጓደኛዬ ጋ ብዙ ጊዜ እናዎራለን። ማንበብ ያለብን መጽሃፍ ምን አይነት እንደሆነ፤ የቱን ከየቱ ጀምረን ማንበብ እንዳለብን ከሰብጀክቱ ቀን ጀምረን ገና ፈተና ሊመጣ አንድ ሳምንት ምናምን ሲቀረው የቱ ጋ ማንበብ እንዳለብን በመነጋገር ለራሳችን ጊዜ እየሰጠን እናነባለን።

ጠያቂ፡ ካወራችሁ በምን ያክል ጊዜ ወይም በምን ያክል ፍጥነት ነው እመታወሩት፤ በሳምንት ነው ወይስ በሳምንት ሶስት ጊዜ፣በሳምንት ሁለት ጊዜ?

ተማሪ፡ በሳምንት ሶስት ጊዜና ከዛም ባለፈ በሳምንት ሁለት ጊዜ ወይም ሶስት ጊዜ አውርተን ማንበብ ያለብንን ተረድተን እናልፋለን።

ጠያቂ፡ በጣም መልካም፤ ከጓደኞችህ ጋር ስለምታነቡት ነገር ማውራት ወይም መወያየት ያሉት ጥቅሞች ምንድናቸው?

ተማሪ፡ያሉት ጥቅሞች እኛ ሌላ ነገር እንዳናስብና በዚህ እድሜያችን እውቀትን በመሰብሰብ ብቻ አስበን ትምህርት ወይም ደሞ ንባብ ምን ያህል ጠቀሜታ እንዳለው ተረድተን ማንኛውንም የሚነበብ ነገር ሳንጠላ ማንበብ ሙሉ ሰው ሆነን ባወራን ቁጥር ማንኛውንም ንባብ አንብበን እንድናልፍ ንባብን እንድንወድ ያደርገናል ማለት ነው።

ጠያቂ፡ በጣም ጥሩ፤ ይሄ መወያየቱ ጉዳትስ ሊኖረው ይችላል ብለህ ታስባለህ?

ተማሪ፡ መወያየቱ ምንም አይነት ጉዳት አያመጣም። ምክንያቱም ባነበብን ቁጥር ሙሉሰው እዬሆንን ስለምንመጣ ስለንባብ በተወያየን ቁጥር ያ የኛ የሚባለውን የትኛውንም ጊዜ ልናባክን አንችልም። ምክንያቱም ንባብ በህይወታችን ውስጥ ሰፊውን ቦታ ይወስድብናል።

ጠያቂ፡ አዎ፤ ስትወያዩ አንዳንድ ጊዜ ስለንባብ ያነበብነውን ሸር እናርግ ብላችሁ ሁልጊዜ ያንን ነገር ነው እምትሰሩት?

ተማሪ፡ አይ፤ የተለያዩ አዳዲስ ምንባቦችን፤ መጽሃፎችም ከወጡ እንዲሁም ደግሞ በሰብጀክታችን አዲስ ዩኒት በምንጀምርበት ሰዓት ምን ያስፈልገናል ቀድመን ማንበብ አለብን ወይስ ከመምህሩ እኩል መሄድ አለብን ፣ይሄ እርእስ እንዴት ነው እያልን በዛ መልኩ እንቀጥላለን።

ጠያቂ፡ እእ. የመጨረሻው ጥያቄ፣ የንባብ ስልቶችን መጠቀም፤ የንባብ ተነሳሽነት መኖር፣ ጥሩ የንባብ ልምድ መኖር ከንባብ ውጤትህ ጋር እንዴት ይገናኛል?

ተማሪ፡ ጥሩ የንባብ ልምድ መኖር ከንባብ ውጤት ጋር እሚገናኘው በምናነብ ሰዓት ከንባብ ውጤት ጋር አሪፍ ቁርኝነት ይኖረዋል። ጥሩ ካነበብን ጥሩ እውቀት ይዘን እናልፋን ፤ነገር ግን ዝም ብለን እምናነብ ከሆነ አንድን መጽሃፍ ማንበብ ሳይሆን ማየት ብቻ ከሆነ ምን እንደሆነ ልናውቀው አንችልም፤ ስለዚህ ማንበብ እውቀት ሰተን፤ጊዜ ሰተን፣ ቦታችንን ሰተን ጭንቅላታችንን፣ ሙሉ አዕምሮአችንን ወደንባቡ አድርገን ትኩረት ሰተን እሱ ከንባቡ ጋር የተያያዘ ነገር ይኖረዋል። እውቀትም እናመጣበታለን ማለት ነው።

ጠያቂ፡ እሺ፤ ጥሩ፤ በመጨረሻም ስለንባብ በጠየቅሁህ ዙሪያ እኔ ያልጠየቅሁህ አንተ የምትለው ካለ ዕድል ልስጥህ።

ተማሪ፡ ስለንባብ ለተጠየቅሁት ነገር አለ ብዬ አላስብም። ምክንያቱም ስለንባብ ማንኛውም ነገር ስለንባብ አስፈላጊም የሆነም፣ ጎጅም የሆነውም እንዲሁም ደግሞ ምን እንደሆነ ሙሉ ለሙሉ መግለጽ በጥያቄው መልኩ መግለጽ ችለናል። ከዚህ የበለጠ አለ ብዬ እኔ እንደራሴ አልገምትም።

ጠያቂ፡ እሺ ተማሪ፤ በጣም አመሰግናለሁ። ካንተ ጋር በመቆየቴና ስለንተና ስለንባብህ በማወቄ በጣም ተደስቻለሁ።

ተማሪ፡ እሺ፤ አመሰግናለሁ።

Student- 3 (Interview Transcription)

ጠያቂ፡ አንድን ንባብ ስታነብ የንባብ ስልቶችን ትጠቀመቀለህ?
ተማሪ፡ አዎ ፤ እጠቀማለሁ።
ጠያቂ፡ አንድን ጽሁፍ ስታነብ ለመረዳት እንዲያገዝህ ምን አይነት ስልቶችን ነው እምትጠቀመው?
ተማሪ፡ ከምንባቡ ውጪ ያሉ አጋዥ መጽሃፎችን፣ ዲክሺነሪዎችን እንደዛ ያሉ ነገሮችን እጠቀማለሁ።
ጠያቂ፡ አይ፤ እነዛ ምናልባት አጋዥ መጽኃፍት ሊሆኑ ይችላሉ፤ስልቶች ማለት፣ ለምሳሌ ዳሰሳ ትጠቀማለህ? የዝግታ ንባብ እንደምሳሌ ለማለት ነው። ስልት ሲባል ጮሆ ማንበብ ሊሆን ይችላል፤ በዝግታ ማንበብ ሊሆን ይችላል፤ አንተ ምንደነው እምትጠቀመው?
ተማሪ፡ እኔ እማነባቸውን ነገሮች በመጀመሪያ እለያለሁ፤ ከዛ በኋላ ከምንባቡ ውስጥ ያሉ ዋና ዋና ሃሳቦችን እመርጠለሁ።
ጠያቂ፡ በጣም ጥሩ፤
ተማሪ፡ ከዛ በኋላ ማጠቃለያዎችን ወስጄ በምንባቡ ዙሪያ ያሉ ጥያቄዎችን እሰራለሁ።
ጠያቂ፡ በጣም ጥሩ፤ አንድን ምንባብ ስታነብ በቀላሉ ካልተረዳሀው ምን ታደርጋለህ?
ተማሪ፡ ደጋግሜ አነበዋለሁ፤ ዋና ሃሳቡን ለመያዝ በደንብ እንዲገባኝ አርጌ አነባለሁ፤ እንደዛ ነው።
ጠያቂ፡ በጣም ጥሩ፤አንድን ጽሁፍ በጥሩ ሁኔታ አንብበህ እንደሆነ እንዴት ነው እምታወቀው ፤ ይህንን እንዴት ታረጋግጣለህ፤ገብቶህ መሆን አለመሆኑን?
ተማሪ፡ ያነበብኩት ነገር ለሰዎች ስደግመው ትክክለኛ መሆኑን አውቃለሁ፤ ለሰዎች ስናገር፤ በሱ ዙሪያ ያሉ ጥያቄዎችን ካገኘሁ መመለስ እችላለሁ፤ በቀላሉ አልረሳውም፤ የንን ነገር በቀላሉ አልረሳውም።
ጠያቂ፡ በጣም ጥሩ፤ንባብ ማንበብ ትወዳለህ?
ተማሪ፡ አዎ ፤ እወዳለሁ።
ጠያቂ፡ የተለያዩ ጽሁፎችን በማንበብ ትደሰታለህ ወይም ትዝናናለህ?
ተማሪ፡ አዎ፤ከሚያዝናኑኝ ነገሮች አንዱ ንባብ ነው።
ጠያቂ፡ ስለዚህ በትርፍ ጊዜህ የተለያዩ ጽሁፎችን ታነባለህ፤ ለምሳሌ እንደመጽሄት፣ ጋዜጣ?
ተማሪ፡ አዎ፤ ልቦለዶችን አነባለሁ።
ጠያቂ፡ ልቦለዶችን፤
ተማሪ፡ አዎ።
ጠያቂ፡ ባብዛኛው ልቦለዶችን የማግኘት እድሉ አለህ?
ተማሪ፡ አዎ፤ አለኝ።
ጠያቂ፡ አንተን እንድታነብ የሚያነሳሱህ ምክንያቶች ምንድናቸው?
ተማሪ፡የመጀመሪያው ቤተሰብ ነው፤ቤተሰቤ አንባቢ ቤተሰብ ነው፤እና ያ አንባቢ ቤተሰብ መሆኑ እኔን የበለጠ እንዳነብ ነው ያደረገኝ።
ጠያቂ፡ በጣም ጥሩ፤ ሌላ የራስህስ ከራስህ የሚነሳ እሚያነሳሳህ ምክንያት የለም?
ተማሪ፡ የተለያዩ ጉዳዮችን ለማወቅ ጉጉት ስላለኝ ያንን ነገር ለማወቅ አነባለሁ።
ጠያቂ፡ አሁን በዚህ በትምህርት ደረጃህ፣ በ 9ኛ ክፍል አሁን ለምሳሌ ለምንድነው የምታነበው?
ተማሪ፡ እኔ ለማወቅ ነው እማነበው፤ አውቄ ቤተሰቤንም አገሬንም ማገልገል ስለምፈልግ ለማወቅ ነው እማነበው።
ጠያቂ፡ እሺ፤ ምናልባት እንዳታነብ እሚያደርጉህን ምክንያቶች ልታውቃቸው ትችላህ?

ተማሪ፡ ድምጽ ያለበት ቦታ ማነበብ አልችልም፤ በጸጥታ ነው ማንበብ እምችለው። ሌላ የተጣበበ ጊዜ ካለኝ ማንበብ አልችልም፤ካንዱ ወዳንዱ በዕቅድ ስለሆነ እምንቀሳቀሰው ያሉኝን ነገሮች በተጣበበ ጊዜ ማንበብ አልችልም።

ጠያቂ፡ በፕሮገራም ነው እምታነበው ወይም ደግሞ ፈተና ሲደርስ ማንበብ ስለሚያጨናንቅህ ነው?

ተማሪ፡ አይ፤ ሁሌ የተከፋፈለ ጊዜ አለኝ ፤ በሱ ነው እምመራው።

ጠያቂ፡ በጣም ጥሩ፤ ማለት ለምሳሌ የጓደኛ ተጽዕኖ ምናምን የለብህም? የፍላጎት ማጣት፣ የቤተሰብ፣ ከመምህር ጋር የተያያዙ ፍላጎትክን የሚቀንስ ነገር ?

ተማሪ፡ ፍላጎት የሚቀንስ ነገር የለም፤ በራሴ ድካም ምንምን ካልሆነ በስተቀር ፍላጎቴን የሚቀንሰው ነገር የለም።

ጠያቂ፡ በጣም ጥሩ፤ስለንባብ የማትወዳቸውን ነገሮች ትጠቅስልኝ ትችላለህ?

ተማሪ፡ ያው ትንሽ ደቃቃቅ ጽኑፍ ያላቸውን ንባቦች ላይኔ እንትን ስለሚሉኝ እነሱ ናቸው እንጂ ሌላ ችግር የለብኝም።

ጠያቂ፡ እንዲሁ ንባብ ሲነሳ ደስ እማይልህ ነገር የለም?

ተማሪ፡ ንባብ ሲነሳ አንዳንድ የተጻፉ ጽሁፎች ከውነታ ጋር እማይገናኙ ጽሁፎችን ሳገኝ በጣም ነው እምናደደው በነሱ።

ጠያቂ፡ አዎ፤ ንባብ እንድትጠላ ያረግሃል ማለት ነው፤

ተማሪ፡አዎ።

ጠያቂ፡ እ፤ ተነሳሽነት ያለህ ተማሪ ነህ ወይም አንባቢ ነህ አንተ?

ተማሪ፡ አዎ፤

ጠያቂ፡ ፍላጎቱ ፣መነቃቃቱ አለህ ለማንበብ?

ተማሪ፡ አዎ አለኝ።

ጠያቂ፡ ጥሩ አንባብ ነኝ ብለህ ታስባለህ?

ተማሪ፡ አዎ፤ በደንብ ነው እማበው።

ጠያቂ፡ ለምንድነው ራስህን ጥሩ አንባቢ ነኝ ብለህ እንድታስብ ያደረገህ?

ተማሪ፡ ከሰዎች የማገኘው አስተያየት እንድል አድርጎኛል፤ ለምሳሌ ቤተሰቦቼ ሁሌ አንባቢ ነህ ይሉኛል፤ እና ያ ነገር ራሴን ጥሩ አንባቢ ነኝ ማለት ነው ለሰዎች ከታያቸው ጥሩ አንባቢ ነኝ ብዬ አስባለሁ።

ጠያቂ፡ ከውጤትህ አንጻርስ?

ተማሪ፡ አዎ፤ ከውጤት አንጻር አሁን ባቅራቢያዬ ያሉ ሰዎች እንደማነብ ያቃሉ።

ጠያቂ፡ ጥሩ፤ በዚህ በሁለተኛ ደረጃ ትምህርት ቤትህ ባብዛኛው ምን አይነት ንባብ ታነባለህ ? ትምህርታዊ ንባብ ለምሳሌ መማሪያ መጻህፍትን፣ መልመጃ ደብተሮችን ፣ ማሰታዎሻዎችን ወይስ ትምህርታዊ ያለሆነ ንባብ ለምሳሌ መጥሄቶችን ፣ ጋዜቶችንና የድርሰት መጻህፍትን ወዘተ ነው እምታነበው?

ተማሪ፡ የትምህርት ደረጃው ከክፍል ክፍል ስለሚለያይ ባብዛኛው ትምህርታዊ ከሆኑ ነገሮች ጋር ነው ጊዜዬን እማሳልፈው፤ ምክንያቱም የትምህርቱ መጠን እየከበደ ስለሚሄድ ያንን ነገር ወደ ትምህርታዊ ነገሮች አዘነብላለሁ፤ ግን እነዚህን መጽሄቶችን፣ ድርሰቶች በደንብ ነው እማነበው።

ጠያቂ፡ ታነባለህ፤ በትርፍ ጊዜህ ማለት ነው?

ተማሪ፡ አው፤ በትፍ ጊዜዬ አነባለሁ።

ጠያቂ፡ አዎ፤ እንግዲህ ትምህርታዊ ንባብ አነባለሁ ብለሀኛል፤ በምን ያክል መጠን ነው እምታነበው፤ በየቀኑ ታነባለህ ፤በቀን አንድ ሰዓት፣ በቀን ሁለት ሰዓት በሚል ደረጃ ነው ወይስ እንዴት ነው እምታነበው?

ተማሪ ፡ አብዛኛውን በእቅድ የተከፋፈለ ጊዜ ነው ያለኝ። እቅዶቼ ደሞ ከቀን ቀን ይለያያሉ። እማስበውን ነገር ጠዋት አስቤ ነው እምወጣው ፤ ያንን ማድረግ አለብኝ። ትምህርታዊ የሆኑ ነገሮችን ለማንበብ አብዛኛውን ጊዜ እሰጣለሁ። ከዛ በኋላ ትምህርታዊ ያልሆኑ ነገሮቸሮችን ፣ ማንበብ ከመጽሃፍ ላይ ብቻ አይደለም ብዬ አስባለሁ።

ጠያቂ፡ በጣም ጥሩ።

ተማሪ፡ መስማት፣ ከሰዎች ጋር ማውራት፣ ይሄ እውቀት ስለሚያስገኝ አብዛኛውን ነገር እንደዛ ነው።

ጠያቂ፡ ጎበዝ፤ ሌላው ፣ የኢንተርኔት ጽሁፎችን ታነባለህ ወይስ የታተሙ ጽሁፎችን ነው እምታነበው?

ተማሪ፡ የኢንተርኔት ጽሁፎችን አነባለሁ፤ ምክንያቱም እኛ አገልግሎቱ፣ አቅርቦቱ ስላለን ያንን ነገር እጠቀማለሁ፤ የታተሙ ጽሁፎችንም አነባለሁ። አብዛኞቹ ጽሁፎች ያሉት በህትመት ስለሆነ፤

ጠያቂ፡ አው፣ እምትማሩባቸው፤ ኢንተርኔትን እንዴት ነው፣ አልፎ አልፎ ነው በምን ሁኔታ ነው እምትጠቀምበት ኢንተኔትን?

ተማሪ፡ ኢንተርኔት እምንማራቸው ነገሮች አሁን ለምሳሌ በመጽሃፎች ብቻ አይገኙም። አብዛኞቹ ነገሮች ኢንተርኔት ላይ አሉ። እና ኢንተርኔትን ከትምህርት ጋር ተያይዞ ነው እንጂ ለሌላ ነገር እንኳን አልጠቀምበትም።

ጠያቂ፡ በጣም ጥሩ፤አንተ ማንበብ የማትፈልጋቸው ጽሁፎች ምን አይነት ናቸው?

ተማሪ፡ ማንበብ እማልፈልጋቸው ጽሁፎች የሉም፤ ግን እንደዚህ ከውነታ የራቁ ጽሁፎች ብዙ ደስ አይሉኝም።

ጠያቂ፡ በርግጥ በተለየ ሁኔታ ማንበብ የምትፈልጋቸው ጽሁፎች አሉ፣ በጣም ደስ ብሎህ የምታነባቸው?

ተማሪ፡ አዎ፤በውነተኛ ታሪክ ላይ የተመሰረቱ ልቦለዶች ፣ በድሮ ጊዜ የተጻፉ ጽሁፎች ማንበብ ደስ ይለኛል፤ የተለየ ትኩረት እሰጣቸዋለሁ ለነሱ።

ጠያቂ፡ እሺ፤ ንባብን እውቀት ለማግኘት ወይም ለመማር እንዴት ትጠቀምበታለህ ወይም ደሞ ከምታነበው ንባብ ሁሉ ሁልጊዜ የምትማረው እወቀት አለ?

ተማሪ፡ አዎ፤ ከማነበው ነገር ከማስታወቂያ ላይ እንኳን እውቀት ማገኘት እንችላለን። እምናነባቸው ነገሮች ትምህርታዊ ካልሆኑ ያ ነገር ለጠቅላላ እውቀታችን ጠቃሚ ነው። እምናነበው ነገር ደሞ ትምህርታችን ላይ ተጽዕኖ አለው፤እምንማራቸው ነገሮች አብዛኛው ከድሮ ጀምሮ የተጻፉ ስለሆኑ።

ጠያቂ፡ ጥሩ፤ ንባብን በእንግሊዝኛ ትምህርት ጊዜ እንዴት ትጠቀምበታለህ ወይም እንዴት ትማርበታለህ?

ተማሪ፡ እንግሊዝኛ ንባቦችን ብዙም ባላዘውትርም ግን እንግሊዝኛ ስለምንማር የእንግሊዝኛ ትምህርት ደግሞ በጣም የምወደው ትምህርት ስለሆነ ከምንባብ ውጪ እንግሊዝኛን በተለያዩ ነገሮች ስለማገኘው፤ ለምሳሌ ፊልሞችን ምናምን ሳይ የ እንግሊዝኛ ትምህርት እንትን እላለሁ እና የእንግሊዝኛ ጽሁፎችን እንዳነብ እራሱ ትልቅ ተጽዕኖ አለው እሱ።

ጠያቂ፡ እንግዲህ በእንግሊዝኛ ትምህርት በበለጠ ምን አይነት ትምህርት ልታገኝ ትችላለህ?

ተማሪ፡ የእንግሊዝኛ ትምህርት ከሰዎች ጋር የማረገውን ንግግር እንዳዳብር በጣም ነው እሚጠቅመኝ ፤ወደፊት እንግሊዝኛ ተናጋሪ ከሆኑ ሰዎች ጋር እንግሊዝኛ የመናገሩ እድሉ ቢገጥመኝ ከነሱ ጋር በቀላሉ መግባባት እንድችል ያደርገኛል።

ጠያቂ፡ አዎ፤ በመጽሃፉ ላይ ያሉትስ፣ በመጽሃፉ ላይ አሁን እለት ከለት ስትማሩ ምንድነው የምትማረው እወቀት ከእንግሊዝኛ ፣ከመጽሃፉ ላይ፤ ለምሳሌ ግራመር አንዱ ሊሆን ይችላል፣ ሌላ ምን ትማራለህ?

ተማሪ: ግራመሮቹ በተጨማሪ ምንባቦቹ በመጽሃፉ ውስጥ የተካተቱት ምንባቦች ከጠቅላላ እውቀት በዘለለ የማንበብ ችሎታችንን እንድናዳብር ያደርጋል፤ የመናገር ችሎታችንንም እንድናዳብር ያረጋል።

ጠያቂ፡ በጣም ጥሩ፤ አንተና ጓደኞችህ ስለንባብ ታወራላችሁ ወይም ትወያያላችሁ?
ተማሪ፡ አዎ፤ ከጓደኞቼ ጋር አወራለሁኝ።
ጠያቂ፡ በምን ያህል ጊዜ ነው እምታወሩት ይሄንን ፣ በምን ያህል ፍጥነት፣ በየዐራት ቀን ፣ በየሶስት ቀን፣ በሳምንት አንድቀን ነው ፣ አቅዳችሁ ነው እንዴት ነው እምትወያዩት?
ተማሪ፡ ከጓደኞቼ ጋር በየቀኑ ላንገናኝ እንችላለን፤ ግን ካንዳንድ ጓደኞቼ ጋር በየቀኑ እማገኛቸው ጓደኞች ስላሉኝ ከነሱ ጋር በምንባብ ዙሪያ ባይሆን እንኳን በተለያዩ ነገሮች ዙሪያ ስናወራ የተለያዩ እወቀቶችን እናገኛለን።
ጠያቂ፡ ጥሩ፤ ይሄ ከጓደኞችህ ጋር መወያየት ወይም ደግሞ ስለንባብ ማውራትና ሃሳብ መካፈል ምን ጥቅሞች አሉት ብለህ ታስባለህ?
ተማሪ፡ እኔ*ጋ* የሌለ ነገር እሱ*ጋ* ሊኖር ይችላል እና እሱ ያንን በነገረኝ ጊዜ እኔ*ጋ* ያለው ነገር ደግሞ እሱ*ጋ* ከሌለ ያንን ነገር ለሱ አስረዳዋለሁ፤ እሱ ያላወቃቸውን ነገሮች ወይም እኔ ያላወቅኳቸውን ነገሮች ከሱ አገኛለሁ።
ጠያቂ፡ አው፤ ይሄ ደግሞ እምትወያዩት ውይይት ጉዳቶች ሊኖሩት ይችላሉ ምናባት?
ተማሪ፡ ከጊዜ አንጻር የሌሎችን እምናደርጋቸውን ነገሮች ሊሻሙብን ይችላሉ። አንዴ ከጀመርን ላናቆም እንችላለን፤ ያ ነገር መስጦን ወደሌላ ነገር ልንገባ እንችላለን እና ጊዜያችንን ሊሻማብን ይችላል።
ጠያቂ፡ በጣም ጥሩ፤ ምናልባት የመጨረሻ ጥያቄ ሊሆን ይችላል፣ የንባብ ስልቶችን መጠቀም፣ የንባብ ተነሳሽነት መኖር፣ ጥሩ የንባብ ልምድ መኖር ከንባብ ውጠየትህ ጋር እንዴት ይገናኛል?
ተማሪ፡ ንባብ መኖሩ ከፈተና ውጤት ጋር በቀጥታ ይገናኛል፤ ያ ንባብ መኖሩ ትምህርታዊ ነገሮች አብዛኛውን በመጽሃፍና በተለያዩ ነገሮች ስለሚገኙ እነዛን ነገሮች ደግሞ አንብበን ነው እምንረዳው ፤ እና ከውጤታችን ጋር ቀጥተኛ ግንኙነት አለው።
ጠያቂ፡ አዎ፤ይሄ አጠቃላይ ከትምህርቶቹ ጋር ሊሆን ይችላል፤ ግን ጥሩ የንባብ ስልቶችን ስትጠቀም፣ለንባብ ተነሳሽነት ሲኖርህና ጥሩ የንባብ ልምድ ሲኖርህ ጥሩ የንባብ ውጤት ለማምጣት ያስችልሃል?
ተማሪ፡ አዎ፤ ከትምህርታዊ ነገሮችም ዉጪም ከተለያዩ ነገሮች እውቀትን ስለምናገኝባቸው በዛ ነገር ጥሩ ውጤት እናገኛለን።
ጠያቂ፡ እሺ ፣ዉድ ተማሪ፤ በጣም አመሰግናለሁ፤ ካንተ ጋር በመቆየቴና ስላንተ ንባብ ብዙ በማወቄ በጣም ደስ ብሎኛል።
ተማሪ፡ እኔም አመሰግናለሁ።
ጠያቂ፡ እሺ።

STUDENT- 4 – (Interview Transcription)

ጠያቂ፡ በቅድሚያ አመሰግናለሁ፤ ወደ መጀመሪያ ጥያቄዬ ልግባ፤ አንድንምንባብ ስታነቢ የንባብ ስልቶችን ትጠቀሚያለሽ?
ተማሪ፡ አዎ፤ እጠቀማለሁ። በመጀመሪያ አካባቢዬን ለንባብ ምቹ አደርጋለሁ፤ የማነበውን ጽሁፎች ወይም ደብተር አዘጋጃለሁ፤ ራሴን ለንባብ በማዘጋጀት ወደንባብ እገባለሁ፤ሳጠና የሚከብደኝ ሲኖር አጋዥ መጻህፍትን እጠቀማለሁ ፤ሳጠና ደሞ በመጀመሪያ የምከተለው የዳሰሳ ንባብ ነው፤ ከዛ በመቀጠል ወደ ትክክለኛው ንባብ እመጣለሁ።
ጠያቂ፡ በጣም ጥሩ፤ ስታነቢ፣ አንድን ጽሁፍ ስታነቢ ለመረዳት እንዲያግዙሽ ምን አይነት ተጨማሪ ስልቶችን ትጠቀሚያለሽ?

ተማሪ፡ ቤተሰቦቼን ወይም አጠገቤ ያሉ ሰዎችን እጠይቃለሁ፤ ከጓደኞቼ ጋር አብረን በመስራት ወይም በመመካከር ያልገባንን ነገር ወይም እኔ ያልገባኝን እንዲያስረዱኝ አደርጋለሁ።

ጠያቂ፤ በጣም ጥሩ ፤ አንድን ንባብ ስታነቢ በቀላሉ ካልተረዳሽው ምን ታደርጊያለሽ?

ተማሪ፡ ጽሁፉ የእንግሊዝኛ ጽሁፍ ከሆነ ጽሁፉን ወደ አማርኛ ጽሁፍ በመተርጎም ለመረዳት እሞክራለሁ።

ጠያቂ፡ በመተርጎም ፣እንዲቀልሽ ማለት ነው፤

ተማሪ፡ አዎ።

ጠያቂ፡ እሺ፤ በጣም ጥሩ፤ አንድን ጽሁፍ በጥሩ ሁኔታ አንብበሽ እንደሆነ እንዴት ነው እምታውቂው? ተረድተሽው እንደሆነ እንዴት ታረጋግጫለሽ?

ተማሪ፡ እኔ ተረድቼው እንደሆነ የማውቀው እኔ ያነበብኩትን ነገር ለሌሎች ማካፈል ስችል ወይም ያነበብኩትን ነገር ለጓደኞቼ ማጋራት ስችል እና ለራሴ ምን ያህል ለውጥ አምጥቶልኛል ብዬ በጠየቅ፤

ጠያቂ፡ ያንን ጥያቄ በማውጣት ነው ወይስ በመጠየቅ ነው እንዴት ነው እምታረጋግጭው?

ተማሪ፡ በመጀመሪያ ጥያቄ በማውጣት ካነበብኩት ውስጥ ጥያቄ አወጣለሁ፤ ያንን ጥያቄ ከመለስኩት ገብቶኛል ማለት ነው እና ደግሞ ሌሎችን በመጠየቅ ወይም እንዲጠይቁኝ በማድረግ።

ጠያቂ ፡በጣም ጥሩ፤ ሌላው ጥያቄ፣ ንባብ ማንበብ ትወጃለሽ? ንባብን ማንበብ፤

ተማሪ፡ አዎ።

ጠያቂ፡ እሺ፤ የተለያዩ ጽሁፎችን በማንበብ ትደሰቻለሽ?

ተማሪ፡ አዎ ።

ጠያቂ፡ ጥሩነው፤ በትርፍ ጊዜሽ የተለያዩ ጽሁፎችን ታነቢያለሽ?

ተማሪ፡ አልፎ አልፎ አነባለሁ።

ጠያቂ፡ ምን አይነት ጽሁፎችን ልታነቢ ትችያለሽ ፤ከትምህርት ዉጪ የሆኑ ለምሳሌ?

ተማሪ፡ የሚያዝናኑ መጻህፍትን::

ጠያቂ: የሚያዝናኑ፤

ተማሪ ፡ የሚያዝናኑ መጻህፍትንና የልቦለዶች መጻህፍትን አነባለሁ።

ጠያቂ፡ በጣም ጥሩ፤ አንችን እንድታነቢ የሚያነሳሱሽ ምክንያቶች ምንድናቸው?

ተማሪ፡ አዳዲስ ነገሮችን የማወቅ ፍላጎት እና አዳዲስ ነገሮችን ለመልመድ ዝግጁ ለመሆን እና አዳዲስ ሃሳቦችን ለማፍለቅ፤

ጠያቂ፡ ሌላ ዓላማ፣ ዓላማሽ ምናምን እንድታነቢ የሚገፋፋሽ ነገር የለም፤ እንዳታነቢ የሚያረግሽ የጓደኛ ተጽዕኖ ምናምን?

ተማሪ፡ የጓደኛ ተጽዕኖ እንዳነብ ነው እሚያረገኝ፤ እንዳላነብ የሚያደርገኝ አንዳንድ የቤት ስራዎች ወይም የቤት ስራዎች ሲበዙ፤

ጠያቂ፡ ቤተሰብ ስራ እንድታግዣቸው ያደርጉሽ ይሆኝ አንዳንዴ?

ተማሪ፡ አልፎ አልፎ፣ በትርፍ ሰዓት፣ እነሱ በማይኖሩ ሰዓት፤

ጠያቂ፡ እም ማህበራዊ ህይወቶች እንደዚህ፤

ተማሪ ፡ አው።

ጠያቂ፡ እሺ፤ የሚቀጥለው ጥያቄ ስለንባብ የማትዎጃቸውን ነገሮች ልትጠቅሺልኝ ትችያለሽ?

ተማሪ፡ የለም።

ጠያቂ፡ እም፣ ስለንባብ ምንም አትጠይም?

ተማሪ፡ ምክንያቱም በማንበባችን የተሻለ ነገር ነው እንጂ የምናገኘው እሚጎዳን ወይም እሚያበላሽብን

ነገር የለም።

ጠያቂ፡ እሺ፤ ቀጥሎ አንቺ ተነሳሺነት ያለሽ አንባቢ ነሽ ? ለማንበብ የምትጓጊ አይነት አንባቢ ነሽ?

ተማሪ፡ ነኝ ብዬ አስባለሁ፤ ምክንያቱም የበፊቱ ዉጤቴና ያሁኑ ዉጤቴ ብዙ ልዩነት ስላገኘሁበት በማንበቤ ደስተኛ ነኝ።

ጠያቂ፡ በጣም ጥሩ፤ ጥሩ አንባ ነኝ ብለሽስ ታስቢያለሽ፣ በማንበብ ደረጃ?

ተማሪ፡ አዎ፤

ጠያቂ፡ ለምንድነው ጥሩ አንባቢ ነኝ ብለሽ የምታስቢው?

ተማሪ፡ ምክንያቱም በማንበቤ

ጠያቂ፡ በማንበብሽ..

ተማሪ፡ በማንበቤ የተለያዩ ጥቅሞችን ስላገኘሁ፣ ጥሩ አንባቢ ነኝ ብዬ ደግሞ የማስበው እኔ የማገኘውን ነገር ለጓደኞቼ በምችለው አቅም ሼር ማድረግ ስለምችል ነው።

ጠያቂ፡ ጎበዝ፤በሁለተኛ ደረጃ ትምህርት ቤትሽ አብዛኛውን ጊዜ ምን አይነት ንባብ ታነቢያለሽ፤ ትምህርታዊ ንባብ ለምሳሌ፣ መማሪያ መጽሃፍትን ፣ መልመጃ ደብተሮችን፣ ማስታዎሻዎችን ወይስ ትምህርታዊ ያልሆነ ንባብ ለምሳሌ መጽሄቶችን ፣ ጋዜጦችን እና የድርሰት መጻህፍትን ነው?

ተማሪ፡ አብዛኛውን ጊዜ እማነበው የመማሪያ መጽሃፍትን ወይም ደብተሮችን ነው፤ በትርፍ በትርፍ ጊዜዬ ደግሞ የድርሰት መጽሃፍትን ነው እማነበው።

ጠያቂ፡ አዎ፤ እንግዲህ በአብዛኛው ትምህርታዊ ጥሁፎችን ታነቢያለሽ። ትምህርታዊ ያልሆኑ ደግሞ አልፎአልፎ ነው፤ በምን ያህል ጊዜ ነው ይህን ትምህርታዊ ጽሁፎችን እምታነቢው በምን ያክል ፍጥነት ነው? እንዴት ነው አምታነቢው?

ተማሪ፡ ትምህርታዊ ነገሮችን እማነበው በተማርኩበት እለት እለት ነው ።

ጠያቂ፡ ወዲያው ወዲያው ነው?

ተማሪ፡ አዎ።

ጠያቂ፡ ሌላ ጊዜስ፣ በፈተና ጊዜ ምናምን ምን ይመስላል እምታነቢው ብዛቱ?

ተማሪ፡ ዕለት በዕለት ስለማነብ በፈተና ጊዜ ሳነብ የመጠራቀም ሁኔታ የለም።

ጠያቂ፡ እም፣ ጥሩ ነው፤ የኢንተርኔት ጽሁፎችን ታነቢያለሽ ወይስ የታተሙ ጽሁፎችን ነው እምታነቢው?

ተማሪ፡ አብዛኛውን ጊዜ የማነበው የታተሙ ጽሁፎችን ነው፤ የኢንተርኔት ጽሁፎችን የማነበው አሳይመንት ወይም እሚከብዱኝ ነገሮች ሲኖሩ ከኢንተርኔት ላይ በማውረድ እሰራለሁ።

ጠያቂ፡ ለማጣቀስ፣የቤት ስራ ለመስራት፤ እሺ፤ ጥሩ ነው። አንቺ ማንበብ የማትፈልጊያቸው ምን አይነት ጽሁፎች ናቸው፤ይቅርታ ማንበብ የምትፈልጊያቸው ለማለት ነው፤ ምን አይነት ናቸው አንቺ ማንበብ የምትፈልጊያቸው ጽሁፎች? ማንበብ የማትፈልጊያቸውስ ምን አይነት ናቸው?

ተማሪ፡ ማንበብ የምፈልጋቸው ጽሁፎች ቅድም ከትምህርት ጋር የተያያዙ፣ ስለትምህርት አዳዲስ ነገሮችን መፍጠር የሚችሉ ወይም የተፈጠረ ፣ ድሮ የተሰራ ነገርን፣ ታሪኮችን ባነብ ደስ ይለኛል።

ጠያቂ፡ በጣም ጥሩ፤እንዲያው ማንበብ እሚያስጠሉሽ ወይም እማትወጃቸው ጽሁፎች የሉም?

ተማሪ፡ አስፈሪና አስጨናቂ ጽሁፎችን ማንበብ አልፈልግም።

ጠያቂ፡ ጥሩ ነው፤ ንባብን እውቀት ለማግኘት ወይም ለመማር እንዴት ትጠቀሚበታለሽ?

ተማሪ፡ ንባብን ከምማርበት ጋ እወቀት ለማግኘት ከምማረው ጋር በማገናኘት፣ እኔ ከትምህርቴ ጋር እንዴት ላገናኘው እችላለሁ ብዬ በማሰብ ነው።

ጠያቂ፡ ጥሩ ነው፤ከምታነቢው ንባብ ሁልጊዜ የምትማሪው እውቀት አለ?

ተማሪ፡ አዎ ፤ ምክንያቱም በምንባቡ ወስጥ ያሉ ፍሬሃሳቦችን በማውጣት ከዛ ወስጥ የማገኘው

ከትምህርት በተጨማሪ ከዛ ወስጥ የማገኘው ትልቅ ሃሳብ ስላለ ነው።።

ጠያቂ፡ በጣም ጥሩ፤ ንባብን በእንግሊዝኛ ትምህርት ጊዜ እንዴት ትጠቀሚበታለሽ?

ተማሪ፡ በእንግሊዝኛ ትምህርት ጊዜ የእንግሊዝኛ የንባብ ስልቶችን በማወቅ እና የእንግሊዝኛ አነባበብ ስልቴን ለማዳበር ፣ የእንግሊዝኛ እወቀትን ለማዳበር ትጉሞችን እንዳውቅ ያደርገኛል።

ጠያቂ፡ በጣም ጥሩ፤ እወቀት፣ ለምሳሌ፣ ምን አይነት እወቀቶች ናቹው እንግሊዝኛን ተምረሽ እውቀቶች ይገኛሉ፤ ለይተሽ ታወቂያቸዋለሽ የውቀቶቹን አየነቶች? ለምሳሌ ስለግራመር ሊሆን ይችላል?

ተማሪ፡ ስለቴነሶች፣ ስለስርዓተነጥቦች፤

ጠያቂ፡ ስለቴንሶች፤

ተማሪ፡ እና ሌሎች፤

ጠያቂ፡ እሺ፤ ቀጣዩ አንቺና ጓደኞችሽ ስለንባብ ታወራላችሁ ወይም ትወያያላችሁ?

ተማሪ፡ አዎ፣ እናወራለን።።

ጠያቂ ፡ በምን ያክል ጊዜ ነው ሁል ጊዜ ነው እምታወሩት፣ ወይስ አንዳንድ ጊዜ ነው? በምን ያክል ፍጥነት ነው እምታወሩት?

ተማሪ፡ የምናወራው ያነበብነውን ነገር ሲኖር፣ ጓደኞቼ ወይም እኔ ያነበብነው ነገር ሲኖር ነው።።

ጠያቂ፡ በጣም ጥሩ፤ ከክፍል ዉጭስ፣ በክፍል ዉስጥም ፣ ከክፍል ዉጪም ነው እምተወያዩት፣ እምታነቡት?

ተማሪ፡ እምንወያየው በክፍል ዉስጥ እምናነባቸውን ነገሮች እንወያያለን፤ ባካባቢያችን ደግሞ በትርፍ ጊዜያችን እምናነባችውን ጽሁፎች አንዳንዴ እናወራለን።።

ጠያቂ፡ እሺ፤ በጣም ጥሩ፤ ይሄ ከጓደኞችሽ ጋር ስለምታነቡት ነገር ማውራት ያሉት ጥቅሞች ምንድናቸው?

ተማሪ፡ ያሉት ጥቅሞች የምናባቸውን ጽሁፎች እንጋራለን እና ጓደኞቼ፡

ጠያቂ፡ ሃሳባቸውን ማለትሽ ነው?

ተማሪ፡ አዎ ሃሳባቸውን፤ እነሱ ያነበቡት ጽሁፎች ጠቃሚ ከሆኑ እኔ ደግሞ እንዳነበው፣ ወይም እኔ ያነበብኩት ጽሁፍ እነሱ...

ጠያቂ፡ አዎ፤ እንዲጋራቸው ያገኙትን እውቀት ማለት ነው ፤

ተማሪ፡ አዎ።።

ጠያቂ፡ በጣም ጥሩ፤ ጉዳት አለው ይሄ ዉይይታችሁ ምናልባት ጉዳት አለው ብለሽ ታስቢያለሽ?

ተማሪ፡ የለውም፤

ጠያቂ፡ ሁልጊዜ እንወያያለን ብላችሁ ተወያይታችሁ ነው የምትጨርሱት፣ጊዜውን ምናልባት?

ተማሪ፡ ተወያይተን ወይም ሁለታችንም ያነበብነው ከሆነ ደግሞ እማናቀው ከሆነ በመረዳዳት እናነባለን።።

ጠያቂ፡ እሺ፤ በጣም ጥሩ፤ የንብብ ስልትን መጠቀም፣ ተነሳሽነት ያለው ተማሪ መሆን፣ የንባብ ልምድ ያለው ተማሪ መሆን ከንባብ ወጤትሽ ጋር ምን ያገናኘዋል?

ተማሪ፡ የንባብ ስልትን ስንጠቀም የንባብ ስልቶቻችንን በምንፈልገው ያነባበብ ስልትና በምንፈልገው ቦታ ስለምንመርጣቸው ንባባችን በስሜት ወይም በምንፈለገው ደረጃ እንድናነብና እንድንይዝ ያደርገናል፤ ተነሳሽነታችን ደግሞ ለምንባቡ ያለን ፍላጎት ሲጨምር ያንን ምንባብ የማወቅ ፍላጎታችን ስለሚጨምር ለማንበብ የበለጠ ፍላጎት ይኖረናል።

ጠያቂ፡ ጥሩ ልማድ ያለው ደግሞ ሁል ጊዜ የማንበብ ልማድ ሲኖርሽስ እሱስ ከዉጤትሽ ጋር ጥሩ ዉጤት አለው ብለሽ ታስቢያለሽ?

ተማሪ፡ አዎ፤ ጥሩ ንባብ የማንበብ ልምድ ሲኖረን ብዙ ነገሮችን የማወቅ ፍላጎታችን በዛው ልክ ይጨምራል እና ለፈተናም በይበልጥ ጥሩ ንባብ አንብበን እንድንገባ ያደርገናል።

ጠያቂ፡ እሺ፤ በጣም ጥሩ ፤ በጥቅሉ እነዚህን አይነት ችሎታዎች ሲኖሩ የንባብ ፈተና የመመለስ አቅምሽ ይጨምራል ብለሽ ታስቢያለሽ?

ተማሪ፡ አዎ፤ ምክንያቱም በምናዳብርበት ጊዜ ይህን ነገር የንባብ ፍጥነታችን ይጨምራል፤ንባቡን አንብበን ቶሎ የመረዳት አቅማችንም የጨምራል።

ጠያቂ፡ በጣም ትሩ፤ በመጨረሻም፣ ስለንባብ በጠየቅኩሽ ዙሪያ እኔ ያልጠየቅሁሽ የምትይው ነገር አለ?

ተማሪ፡ ስለንባብ ፤ ንባብ በጣም ጠቃሚ እንደሆነና ሁላችንም አንብበን መለወጥ እንደምንችል፤

ጠያቂ፡ በጣም ጥሩ፤ ዉድ ተማሪ በጣም ነው እማመሰግነው፤ ካነቺ ጋር በመቆየቴና ስለንቺ ንባብ ብዙ በማወቄ በጣም ተደስቻለሁ። አመሰግናለሁ።

ተማሪ፡ አመሰግናለሁ።

STUDENT- 5 (Interview Transcription)

ጠያቂ፡ አንድን ጽሁፍ ስታነቢ የንባብ ስልቶችን ትጠቀሚያለሽ?

ተማሪ: አዎ።

ጠያቂ፡ እሺ፤ ምን ምን ስልቶችን ልትጠቀሚ ትችያለሽ? በቀላሉ እንዲገባሽ?

ተማሪ፡ ያንን ንባብ ሳነብ ወይ መልሼ መላልሼ አነባለሁኝ፤ካልገባኝ ደግሞ እራሴን በራሴ እጠይቃለሁኝ።

ጠያቂ፡ ራስሽን መጠየቅ፣ ደጋግሞ ማንበብ ፤ በጣም ትሩ። ምናልባት ሌላ ደግሞ አንድን ምንባብ ስታነቢ በቀላሉ ካልተረዳሽው ምንድነው እምታረጊው?

ተማሪ፡ ያንን ነገር ደጋግሜ አነባለሁ፤ ያልገባኝ ከሆነ ሸፍኜ እራሴን እጠይቃለሁ፤ ወይም ደግሞ ያንን ነገር ሌሎች ሰዎች እንዲጠይቁኝ አደርጋለሁ።

ጠያቂ፡ ከጓደኛ ጋር የማበብ፤ በጣም ጥሩ፤ ማስታዎሻ መያዝ፤ የመደጋገም ልምዶች አሉሽ?

ተማሪ፡ አዎ።

ጠያቂ፡ በጣም ጥሩ። በርግጥ ይሄም ከዛ ጋር ይያያዛል፤ አንድን ጽሁፍ በጥሩ ሁኔታ አንብበሽ እንደሆነ እንዴት ታውቂዋለሽ? ገብቶኛል አልገባኝም እሚለውን?

ተማሪ፡ ያንን አንድን ጽሁፍ ገብቶኛል አልገባኝም እምለው አንድን ሰው እጠይቀውና ፈተና ላይ አሁን ለምሳሌ እዛ ካልገባኝ እሱን ከሰራሁት ያ ነገር ገብቶኛል ማለት ነው፤ ካልገባኝ(ካልመለስኩት) ደግሞ አልገባኝም።

ጠያቂ፡ እህ፤ ካልመለስሽው አልተረዳሽውም ማለት ነው።

ተማሪ፡ አው።

ጠያቂ፡ ፈተና፣ ለምሳሌ ደብተር አንብበሽ ዝግጁ ነኝ አደለሁም የሚለውን እንዴት ነው እምታውቂው?

ተማሪ፡ ያንን ነገር ፈተና ላይ ትሰራውና ልክ መምህሮቹ መልስ ሲነግሩ ያንን ጽሁፍ እንደተረዳሁና እንዳልተረዳሁ አውቃለሁ። የዛኔ ነው እማውቀው።

ጠያቂ፡ በጣም ጥሩ፤ ሌላው ንባብን ወይም ደግሞ ንባብ ማንበብ ትወጃለሽ?

ተማሪ፡ አዎ።

ጠያቂ፡ የተለያዩ ጽሁፎችን በማንብ ትደሰቻለሽ? ለምሳሌ ሳትመርጭ ያገኘሽውን ጽሁፍ የማበብ ልማድ አለሽ?

ተማሪ፡ አይ እንደሱ እንኳን አይደለም። ግን ማለት መጽሃፍ እመርጣለሁ። ማንኛውንም ሳይሆን፤ ለምሳሌ አሁን ልቦለድ፣ እንደዚህ ዲክሺነሪዎችን ምናምን አንዳንዶች አነባለሁ። እና መጽሀፎች የተለያዩ አነባለሁ።

ጠያቂ፡ ስታነቢ እንዴት ነው? ደስ ብሎሽ ነው ንባብ ስትጀምሪ? ተነሳስተሽ፣ በራስ መተማመን ኖሮሽ ነው እምታነቢው?

ተማሪ፡ አዎ።

ጠያቂ፡ በጣም ጥሩ። አንቺ አሁን ለራስሽ ስታይ ወይም ደግሞ ሁልጊዜ ጥሩ ነገር ነው ሳነበው ይገባኛል ብለሽ ነው እምትጀምሪው?

ተማሪ፡ አው፤ መጀመሪያ ፍላጎት ነው እሚቀድመው፤ እና ያ ነገር መጀመሪያ ፍላጎት ካለኝ ያ ነገር እንደገባኝ ፣ ፍላጎት ከሌለኝ ግን ያ ነገር ባነበው ፣ ብደጋግመው ሊገባኝ አይችልም። ፍላጎት ነው።

ጠያቂ፡ በጣም ጥሩ ነው፤ ሌላ አንቺን እንድታነቢ እሚያነሳሱሽ ምክንያቶች ምንድናቸው?

ተማሪ፡ እኔ እንዳነብ እሚያነሳሱኝ?

ጠያቂ፡ እ ለማንበብ በቃ ላንብብ እንድትይና በጥሩ ሁኔታ እንድታነቢ የሚያነሳሱሽ?

ተማሪ፡ የቤተሰብ ክትትል አለኝ፤

ጠያቂ፡ በጣም ጥሩ።

ተማሪ፡ እና ቤተሰቦቼ እንዳነብ ስለሚፈልጉ እና የተሸለ ደረጃ ላይ መድረስ ስለምፈልግ ጫና የለውም፤ እሱ አንዳንዴ የንባቦቹን ረጅም ናቸው፤ አጭር ናቸው እለውን እመርጣለሁኝ።

ጠያቂ፡ በጣም ጥሩ፤በተቃራኒው ደግሞ አንቺ እንዳታነቢ እሚያደርጉሽ ምክንያቶች ምንድናቸው? ማንበብ ፈልገሽ ምናልባት እንዳታነቢ እሚያሰናክልሽ ነገር አለ?

ተማሪ፡ አንዳንዴ ቋንቋ ዎቹ ምናልባት ቋንቋዎቹን እማልችላቸው ናቸው ብዬ ካሰብኩኝ፤

ጠያቂ፡ ከበድ ሊሉሽ ይችላሉ።

ተማሪ፡ አዎ፤ ከበድ ካለኝ ያ ነገር ትንሽ ጫና አለው ብዬ አስባለሁ። እና አንዳንዴ ደግሞ የሰዎች ጫናም ሊሆን ይችላል።

ጠያቂ፡ የቤተሰብ ስራ አንዳንዴ፤

ተማሪ፡ አዎ።

ጠያቂ፡ አዎ፤ ሌላ አንዳንዴ አሁን የመምህሩ፣የትምህርት ቤቱ ፣የጓደኛ ተጽዕኖ የመሳሰሉትስ እንዴት ነው ተጽዕኖ አላቸው?

ተማሪ፡ አዎ፤ የጓደኛ አለ፤መምህራኖች እንኳን ብዙም አደለም፤ ግን ጓደኞች በጣም አለው።

ጠያቂ፡ መልካም፤ ስለንባብ አጠቃላይ የማትወጃቸውን ነገሮች ልትጠቅሽልኝ ትችያለሽ?

ተማሪ፡ ረጅም እንትኖች፣ ነገሮች አልወድም። ማለት ረዘም ያለ ንባብ አልወድም። ሌላ ደሞ፤

ጠያቂ፡ አዎ፤ ንባብን ስታነቢው ወደ አዕምሮሽ ደስ እማይልሽ ነገር ካለ ለማለት ነው።

ተማሪ፡ አው፤

ጠያቂ፡ አዎ፤ ለምሳሌ የንባቦቹ አይነቶች፣ይዘታቸው ምናምን?

ተማሪ፡ እሱም አለ፤

ጠያቂ፡ የፍቅር ነው፣ ፖለቲካዊ ነው የትኛው ነው ላንቺ ደስ እሚልሽ ወይም ደስ እማይልሽ እማትወጅው ምናልባት?

ተማሪ፡ ለምሳሌ፣ የፍቅር አልወድም፤ ፖለቲካዎች ያው፣ የፖለቲካ ትንሽ፤

ጠያቂ፡ በጣም ጥሩ፤ ራስሽን ስትገመግሚ፣ ተነሳሽነት ያለሽ አንባቢ ነሽ?

ተማሪ፡ ብዬ አስባለሁ።

ጠያቂ፡ አዎ፤ በራስ መተማመን ያለሽ፣ ንባብን ስትጀምሪ እንደዛ አይነት ተማሪ ነሽ?
ተማሪ፡ አዎ።
ጠያቂ፡ እሺ፤ መልካም ፤ ጥሩ አንባቢ ነኝስ ብለሽ ታስቢያለሽ?
ተማሪ፡ እንደራሴ አስባለሁ።
ጠያቂ: እ ሀሳብሽ ነው፤ ችግር የለም፤ ጥሩ አንባቢ ነኝ ብለሽ እምታስቢው ለምንድነው?
ተማሪ፡ ያው ከማነባቸው ነገሮችና ያ ነገር ምን ያህል እንደገባኝና..
ጠያቂ፡ አዎ፤ በውጤት ደረጃ ፣ ለምሳሌ አንብበሽ ጥሩ ውጤት ታመጫለሽ?...
ተማሪ፡ አው፣ እንደዛ ነገሮች፤
ጠያቂ፡ በሪዲንግ ወይም በንባብ ጥሩ ውጤት ነው እምታመጭው?
ተማሪ፡ አው።
ጠያቂ፡ እሽ ፤ ሌላው ፣ በዚህ በሁለተኛ ደረጃ ትምህርት ቤትሽ ባብዛኛው ምን አይነት ንባብ ነው እምታነቢው፣ ትምህርታዊ ንባብ፣ ለምሳሌ መማሪያ መጻህፍትን፣ መልመጃ ደብተሮችን ፣ማስታዎሻዎችን ወይስ ትምህርታዊ ያልሆነ ንባብ እንደመጽሄት፣ ጋዜጦችንና የድርሰት መጻህፍትን ወዘተ. ነው?
ተማሪ፡ አይ የትምህርት አይነቶችን ነው እማነበው፤ ሁለተኛ ደረጃ ላይ ከገባሁ ትምህርት ቤቱ እንትን እሚለውን መጥሃፍ፣አሁን የተለያዩ ዲክሽነሪዎችንና ማስታዎሻዎችን ወይ ደግሞ ጥያቄው ያ እማነበው ነገር ከኋላ እሚመልሰኝ ከሆነ ማስታዎሸዎችን ያለፈውን የትምህርት ..
ጠያቂ፡ መልካም፤ እነዚህን ትምህርታዊ ጽሁፎች እምታነቢው በምን ያህል መጠን ነው? በየቀኑ ነው፤ በየቀኑ ለስንት ሰዓት፤ ወይ በየሁለት ቀን፤ እንዴት ነው በፕሮግራም ነው ፤ብዙ አነባለሁ ነው እምትይው?
ተማሪ፡ እኔ ሳነብ ፕሮግራም አለኝ፣ የማጥኒያ ፕሮገራም እና ሳነብ የማነበው በፕሮገራሙ መሰረት ስለሆነ ከዚህ ሰዓት እስከዚህ ሰዓት ብዬ አነባለሁኝ፤ ማለት ቢያንስ ለ2 ሰዓት ወይም ደግሞ ለ1 ደቂቃም ሊሆን የችላል እና እንደእንትኑ አይነት፣ እንደንባቡ አይነት፤
ጠያቂ፡ እሺ፤ በጣም ጥሩ፤ ቅድም እንዳልሽው ባብዛኛው ትምህርታዊ ንባቦችን ነው እምታነቢው፤ ትምህርታዊ ያልሆኑ ንባቦች ጭራሽ አታነቢም ማለት ነው? ድርሰት፣ ግጥም የመሳሰሉት?
ተማሪ፡ አነባለሁ፤ ግን በትርፍ ጊዜዬ ነው።
ጠያቂ፡ በትርፍ ጊዜሽ ነው፤
ተማሪ፡ አው።
ጠያቂ፡ በጣም ጥሩ። የኢንተርኔት ጽሁፎችን ታነቢያለሽ ወይስ የታተሙ ጥሁፎችን ነው እምታነቢው?
ተማሪ፡ ኢንተርኔት ጭራሽ አላነብም፤ የታተሙ ጥሁፎችንም ካገኘሁኝ እንጂ ካላገኘሁኝ አላነብም፡፤
ጠያቂ፡ አይ ፣ የታተሙ ማለት ያው፣ ኢንተርኔት ሶፍት ኮፒ የምንለው ነው፤የታተመ ደግሞ ደብተራችሁ፣ መጽሃፉ ምኑ የታተመ ነው?
ተማሪ፡ እንደዛ ከሆነ ፣የታተመውን አነባለሁ፤ እንተርኔት ግን አላነብም።
ጠያቂ፡ እሺ፤ በጣም ጥሩ፤ አንቺ ማንበብ የማትፈልጊያቸው ጽሁፎች ምናልባት ይኖራሉ? ወይም ደግሞ በደንብ ብታነቢ ደስ እሚሉሽ ጽሁፎች ምን አይነት ናቸው?
ተማሪ፡ እኔ እማነባቸው ደስ እሚሉኝ?
ጠያቂ፡ ሁልጊዜ እምታነቢው፣ ስታነቢው ደስ እሚልሽ?
ተማሪ፡ ልቦለድ።
ጠያቂ፡ ልቦለድ፣ እህ፣ ትምህርታዊ ጽሁፍም ያስደስትሻል፤
ተማሪ፡ አው፤ መጽሃፍም ያስደስተኛል ።

ጠያቂ፡ እና ደግሞ ልቦለድም በተጨማሪ ታነቢያለሽ ማለት ነው፤ ማንበብ እማትፈልጊያቸው ጽሁፎችስ ይኖራሉ?
ተማሪ፡ እማልፈልጋቸው ይኖራሉ፤ ኢንተርኔት አሁን ማንበብ አልወድም።
ጠያቂ፡ አዎ፣ የኢንተርኔት ስለማታገኚ ነው ወይስ ደስ አይልሽም?
ተማሪ፡ ጭራሽ ደስ አይለኝም።
ጠያቂ፡ ከዓላማው አንጻር ነው?
ተማሪ፡ አዉ፤ እኔ ከማገኘው እውቀት እንደዛ ነገር ነው።
ጠያቂ፡ በጣም ጥሩ፤ ንባብን እውቀት ለማግኘት ወይም ለመማር እንዴት ትጠቀሚበታለሽ? ንባብን ስታነቢ እውቀት ታገኛለሽ ከምታነቢው ነገር?
ተማሪ፡ አሁን ለምሳሌ ጠቅላላ እውቀት..ስለሃገር
ጠያቂ፡ ጠቅላላ እውቀት፣ ስለሃገር፣ ጥሩ ነው፤ ጠቅላላ እውቀት ለማግኘት ይረዳሻል፤ ከሱ በተጨማሪ፣በተለይ ንባብን በእንግሊዝኛ ትምህርት ክፍለጊዜ እንዴት ትጠቀሚበታለሽ?
ተማሪ፡ በእንግሊዝኛ ጊዜ?
ጠያቂ፡ እ ምን እውቀት ታገኝበታለሽ? ወይም ደግሞ እንዴት ነው በእንግሊዝኛ ትምህርት ጊዜ ምን ተረጃለሽ፤ ምን ዕውቀት ታገኛለሽ?
ተማሪ፡ በእንግሊዝኛ ጊዜ ማለት ትርጉሞችን አሁን ላውቅ እችላለሁ፤
ጠያቂ፡ የቃላት ትርጉም?
ተማሪ፡ የቃላት ትርጉም፤
ጠያቂ፡ የቃላት ዕውቀት ማለት ነው፤
ተማሪ፡ ሌላ ደግሞ ቋንቋውን እንድናገር፤
ጠያቂ፡ ለማዳበር..
ተማሪ፡ አዎ፤
ጠያቂ፡ የንባብ ክህሎትስ፣ ራሱን የንባብ ችሎታን?
ተማሪ፡ አው፣ እሱንም ለማግኘት በተጨማሪ ንባብ እውቀትን ለማገኘት
ጠያቂ፡ ያስችልሻል፣
ተማሪ፡ አዉ፤ ያስችለኛል።
ጠያቂ፡ ጥሩ፤ አንቺና ጓደኞችሽ ስለንባብ ታወራላችሁ?
ተማሪ፡ አይ፣ አናወራም።
ጠያቂ፡ ውይይት አትወያዩም ጭራሽ?
ተማሪ፡ አዉ፤ ከፍላጎት አንጻር ይመስለኛል፤ እነሱ ስለትምህርት ማውራት ስለማይፈልጉ አብዛኞቹ፤ ከሱ አንጻር፤
ጠያቂ፤ ስለቤት ስራም፣ ስለምንም አታወሩም? ስለንባብ የቤትስራ፣ስለንባብ ፈተና አንዳንድ ነገር?
ተማሪ፡ ፈተና ሲሆን ምናልባት የፈተና ሰዓት ሲሆን ልናወራ እንችላለን፤ ወይ እሷ ካነበበች ወይ ደግሞ እኔ ካነበብኩ ያንን የሷን ሃሳብ ለኔ ፣ የኔን ሃሳብ ለሷ በማለት የዛኔ (እንወያያለን)::
ጠያቂ፡ አው፤ ጥሩ፣ በርግጥ፣ እንዳልሽው ብዙ ባታወሩም ሌላ ከዚሁ ጋር የተያያዘ ነው በርግጥ፤ ካወራችሁ በምን ያህል ጊዜ ነው እምታውሩት ወይም እምትወያዩት ስለንባብ ማለት ፈልጌ ነው?
ተማሪ፡ ደቂቃው ነው?
ጠያቂ፡ አይ፤ በሳምንት ታውራላችሁ ወይ በወር ፕሮግራመ ይዛችሁ ታውራላችሁ፣ አቅዳችሁ ነው እንዴት ነው እምትወያዩት ስለንባባችሁ?

ተማሪ፡ አይ፣ ድንገት ስንገናኝ ቢያነስ የፈተና ሳምንት ሊሆን ይችላል፤ በወርም ሊሆን ይችላል።
ጠያቂ፡ በጣም ጥሩ፤ ከጓደኞችሽ ጋር ወይም ከጓደኛሽ ጋር ስለምታነቡት ነገር መወያየት ምን ጥቅሞች አሉት?
ተማሪ፡ ማለት እኛ ያልገባን ካለ እንረዳዳለን፤ ያንን ነገር ስንነጋገር እሷ ካልገባት ለሷ፤ እኔ ካልገባኝ ለኔ ለማስረዳት፤
ጠያቂ፡ እሀ፣ ሃሳቡን ግልጽ ለማድረግ፤ በጣም ጥሩ ነው፤ ምናልባት መወያየት ምን ጉዳቶች ሊኖሩት ይችላሉ ብለሽ ታስቢያለሽ፤ ስትወያዩ ምናልባት ለመወያየት ተቀጣጥራችሁ፣ ለማጥናት ተቀጣጥራችሁ ምንድነው እምታጡት ነገር ሊኖር ይችላል?
ተማሪ፡ አዎ፤ለምሳሌ ጊዜ ማባከን፤
ጠያቂ፡ ጊዜ ማባከን፣ አው ፤ ለመወያየት ተቀጣጥራችሁ ለሌላ አላማ ጊዜው ያልፋል ማለትሽ ነው?
ተማሪ፡ አዎ።
ጠያቂ፡ በጣም ጥሩ፤ ወደ መጨረሻው ጥያቄ ነው እምመጣው፣ የንባብ ስልቶችን መጠቀም፣ ተነሳሽነት ያለው ተማሪ መሆን፣ ጥሩ የንባብ ልምድ መኖር ከንባብ ውጤት ጋር ይገናኛሉ ?
ተማሪ፡ አው፤ ይገናኛሉ፤ አሁን በምናነብበት ሰዓት ብዙ ዕውቀቶች እናገኛለን፤ ለንባብ ፍጥነት፣ አንብቦ ለመረዳትም እና ሌሎችም ይረዳል።
ጠያቂ፡ አዎ ተነሳሽነት መኖሩ ለውጤትሽ ጠቅሞሻል?
ተማሪ፡ አው።
ጠያቂ፡ እንደገና ደግሞ ጥሩ የንባብ ባህል መኖር፣ ለምሳሌ ለረጅም ጊዜ ማንበብ፣ ብዙ አይነት መጻሃፍትን ወይ ደብተር ማንበብ ይሄ የንባብ ባህሪ ነው። ይሄ ጥሩ የንባብ ውጤት እንዲኖረኝ ያደርጋል ነው እምትይው?
ተማሪ፡ አው።
ጠያቂ፡ እሺ፤ ጥሩ። በመጨረሻም ስለንባብ በጠየቅኩሽ ዙሪያ እኔ ያልጠየቅኩሽ የምትይው ነገር ካለ እድል ልስጥሽ፤ ስለንባብ ምንድነው እሚሰማሽ ንባብ አጠቃላይ?
ተማሪ፡ ንባብ ሳነብ እንዳልከው ደስ ይለኛል፤ እናም ጊዜ ያስፈልጋል፤ እና የቤተሰብ ጫናም ስለሌለው ባነብ ደስስለሚለኝ፤
ጠያቂ፡ ጥሩ ነው፤ ንባብን እወዳለሁ ነው ባጠቃላይ፤ በጣም ጥሩ ነው።
ጠያቂ፡ እሺ፤ ውድ ተማሪ፤ በጣም አመሰግናለሁ፤ ካንቺ ጋር በመቆየቴና ስላነቺና ስለንባብሽ በማወቄ በጣም ደስ ብሎኛል።
ተማሪ፡ እኔም ደስ ብሎኛል።
ጠያቂ፡ አመሰግናለሁ።

STUDENT- 6 (Interview Transcribtion)

ጠያቂ፡ እንደምን ዋልሽ ዉድ ተማሪ።
ተማሪ፡ እግዚኣብሄር ይምስገን ደህና ።
ጠያቂ፡ ከዚህ ቃለመጠይቅ የሚገኘው መረጃ በአዲስአበባ ዩኒቨርሲቲ ለዶክትሬት ትምህርት ጥናት ምርምር እንደማሟያ ሆኖ እንዲያገለግል የተዘጋጀ ነው። በቃለመጠይቁ በእንግሊኛ ስለሚደረገው ስላንቺ ንባብ ማለትም ስለባብ ስልቶች አጠቃቀምሽ ፣ስለንባብ ተነሳሽነትሽና ስላለፈው የንብብ ልማድ እንዲሁም ስለአሀኑ የንባብ ልማድ መረጃ ማግኘት እፈልጋለሁ። መረጃው ከጥናቱ ዓላማ ዉጪ ለሌላ አገልግሎት

በፍጹም አይውልም። ስለቃለመጠይቁ ያልገባሽ ነገር ካለ ልትጠይቂኝ ትችያለሽ። በቅድሚያ አመሰግናለሁ።

ተማሪ፡ እኔም በጣም አመሰግናለሁ።

ጠያቂ፡ ስለዚህ ወደ ጥያቄው መግባት እንችላን። ከአንደኛው ጥያቄ ስጀምር፤ንባብ ስታነቢ የንባብ ስልቶችን ትጠቀሚያለሽ?

ተማሪ፡ አዎ፤ እጠቀማለሁ።

ጠያቂ፤ በጣም ጥሩ፤ ስታነቢ ለመረዳት እንዲያግዝሽ ምን አይነት የንባብ ስልቶችን ትጠቀሚያለሽ?

ተማሪ፡ እሺ ብዙውን ጊዜ እኔ የምጠቀማቸው የንባብ ስልቶች ጥልቅ የንባብ ስልቶች የሚባሉት እንደዳሰሳ አይነት የንባብ ስልት በመጠቀም እኔ በሚገባኝ መልኩ ሾርት ኖቶችና ማስታወሻዎችን በመያዝ አነባለሁ።

ጠያቂ፡ አንድን ንባብ በቀላሉ ካልተረዳሽው ምን ታደርጊያለሽ?

ተማሪ፡ በመጀመሪያ ደጋግሜ አነባለሁ፤ የተለያዩ መርጃ መጽሃፍቶችን እጠቀማሁ ፤ እንዲሁም በተጨማሪ ትኩረት እጨምራለሁ እና ደሞ ያልገባኝን ሌላ ሰው እጠይቃለሁ፤ለምሳሌ መምህራንን በመጠየቅ ለመረዳት እሞክራለሁ።

ጠያቂ፡ ከዚሁ ጋ ተያይዞ አንድን ጽሁፍ በጥሩ ሁኔታ አንብበሽ እንደሆነ እንዴት ታውቂያለሽ?

ተማሪ፡ እኔ በጥሩ ሁኔታ ጽሁፉን አንብቤያለሁ ብዬ እምረዳው ካነበብኩት ውስጥ ጥያቄዎችን በማውጣት እነዛን ጥያቄዎች በመስራት ነው።

ጠያቂ፡ ራስሽ ያወጣሻቸውን?

ተማሪ፡ አዎ። ራሴ አውጠቼ ራሴ ነኝ እምጠይቀው፤ እንደዚሁም ደግሞ ሌላ ሰው ስለዛ ጽሁፍ ያወጡልኝን አውጥቶልኝ ያንን ያወጣልኝን ጥያቄ በመስራት ነው።

ጠያቂ፡ በጣም ጥሩ፡ ንባብ ትወጃለሽ ወይም ንባብ ማንበብ ትወጃለሽ?

ተማሪ፡ አዎ፤ ንባብ ማንበብ እወዳለሁ።

ጠያቂ፡ እህ፤ የተለያዩ ጽሁፎችን በማንበብ ትደሰቻለሽ ?

ተማሪ፡ አዎ፤ በማንበቤ እደሰታለሁ፤አብዛኛውን ጊዜ ትምህርታዊ የሆኑ መጻህፍቶችን ነው እማነበው።

ጠያቂ፡ እነሱን ስታነቢ ደስ እያለሽ ነው እመታነቢው፤

ተማሪ፡ አዎ፤ በጣም ደስ እያለኝ ነው እማነበው፤ አልፎ አልፎ የልቦለድ መጻህፍትን አነባለሁ።

ጠያቂ፡ በትርፍ ጊዜሽ፤

ተማሪ፡ አዎ፤ አልፎ አልፎ።

ጠያቂ፡ በጣም ጥሩ፤በርግጥ በትርፍ ጊዜሽ የተለያዩ ጽሁፎችን ታነቢያለሽ ወይ ልልሽ ፈልጌ ነበር፤ አልፎ አልፎ ነው እምታነቢው፤

ተማሪ፡ አዎ፤ አልፎ አለፎ ነው እማነበው።

ጠያቂ፡ እሺ፤ ሌላው ጥያቄ አንቺን እንድታነቢ የሚያነሳሱሽ ምክንቶች ምንድናቸው?

ተማሪ፡ አዳዲስ እወቀቶችን ለማግኘት፣የተለየ ነገር የማወቅ ጉጉት ስላለኝ እንደዚሁም ደግሞ ዓላማ ስላኝ ለአላማዬ ነገ እደርስበታለሁ ብዬ እማስበው ግብ ስላለኝ እንዳነብ ይረዳኛል ማለት ነው።

ጠያቂ፡ ለዓላማሽ ከትምርቱ አላማ ጋር ተያይዞ፤

ተማሪ፡ አዎ።

ጠያቂ ፡ የበለጠ እሱ ነው እሚያበረታታሽ?

ተማሪ፡ አዎ።

ጠያቂ፡ በጣም ጥሩ፤ ከዚሁ ጋር ተያይዞ እንዳታነቢ የሚያደርጉሽ ምክንያቶችስ ምንድናቸው?

ተማሪ፡ ብዙ ጊዜ ሶሻል ሜዲያ እኔ እንኩዋን ብዙ አይደለሁም፤ ግን ሶሻል ሜዲያዎች ቴሌቪዝን፤ ጨዋታ አብዛኞቻችን እምንቸገረው ጨዋታ ነገ ይደርሳል ብለን ስለምናስብ እንደዚሁም ደግሞ በኔ ዙሪያ ያሉ ልጆች ሲቸገሩ እማየው ፈተና ሲደርስ እናነባለን ብለው ስለሚያስቡ ያያ ነገር እንዳናነብ እንዲሁም ደሞ ፈተና ሲደርስ እናነባለን ብለው ስለሚያስቡ ያያ ነው እዳናነብ የሚገፋፋን።

ጠያቂ፡ ሌላ አሁን ይሄ ከግላችሁ ጋር ወይም ደግሞ በቤት ዙሪያ ባለው ባሉ ምክንያቶች ሊሆን ይችላል፤ ሌላስ በትምህርት ቤት ዙሪያ፣ ከመምህር ጋር በተያያዘ ሌላ ምክንያቶች ይኖራሉ?

ተማሪ፡ አዎ ይኖራሉ፤ ለምሳሌ አንዳንድ ጊዜ እማንወዳቸው መምህራን ሲኖሩ ያንን ትምህርት ማንበብ አንፈልግም፤ መምህሩን ስለምንጠላው ትምህርቱንም እንጠላዋለን፤መምህሩ ለኛ የሚሰጠን ፊድባክ ነው እንድናነብ የሚገፋፋን።

ጠያቂ፡ አዎ፤ ቅድም እላይ እንዳልሽን ለኣላማዬ ስል ነው፤ እወደዋለሁ ብለሻል ባላማ ተስፋ መቁረጥ ሲኖርስ እንዴት ነው የንባብ ፍቅር ?

ተማሪ፡ መጀመሪያ ላይ እንደርስበታለን ብለን ካሰብን ተስፋ አንቆርጥም፤ በነገራችን ላይ አንድ ሰው ተስፋ ከቆረጠ እንደሞተ ነው እሚቆጠረው፤ ምንም ማረግ አይፈልግም ፤መማርም ምንም ማረግ አይፈልግም፤ እኔ ደሞ ተስፋ መቁረጥ አልፈልግም ፤ ለምን? እደርስበታለሁ ብዬ የማስበው አላማ ስላለኝ ለኣላማዬ ስል መታገልን እመርጣለሁ።

ጠያቂ፡ ተነሳሽነት ያለሽ ተማሪ ነሽ?

ተማሪ፡ አዎ።

ጠያቂ፡ ተነሳሽነት ማለት ስታነቢው በጣም የተነቃቃሽ ተማሪ ሆነሽ ማንበብ እንደማለት ነው። ጥሩ አንባቢ ነኝ ብለሽስ ታስቢያለሽ?

ተማሪ፡ አዎ፤ ጥሩ አንባቢ ነኝ ብዬ አስባለሁ፤

ጠያቂ፡ ለምን?

ተማሪ፡ ምክንያቱም ማንበብ አንዱ የህይዎቴ ልምድ ስለሆነና ደግሞ በማንበብ ብዙ ነገሮችን ስለማካብት፤

ጠያቂ፡ ብዙ ነገሮች ማለት?

ተማሪ፡ ለምሳሌ ማንበብ የማላውቃቸውን ብዙ ነገሮች እንዳውቅ ያደርገኛል፤በዛ ላይ ደግሞ ሳነብ የእውቀት ደረጃየ እየዳበረ ስለሚሄድ ማንበብን ለዛ ነው እም ወደው።

ጠያቂ፡ በጣም ጥሩ፤ ሌላው ጥያቄ በዚህ በሁለተኛ ደረጃ ትምህርት ቤትሽ ባብዛኛው ምን አይነት ጽሁፎችን ነው እማታነበው፤ ትምህርታዊ ንባብ፣ ለምሳሌ፣ መማሪያ መጻህፍትን፣የመልመጃ ደብተሮችን፣ ማስታሻዎችን ወዘተ ነው ወይስ ትምህርታዊ ያልሆኑ ንባብ እንደ መጽሄቶችን ፤ጋዜጠችንና የድርሰት መጻህፍትን ወዘተ ነው?

ተማሪ፡ እኔ እማነበው ብዙውን ጊዜ በቀን በቀን እማነባቸው የመልመጃ ደብተሮችና ደሞ መምህር ሲጽፍ የምይዛቸውን አጫጭር ማስታዎሻዎችን አነባለሁ። በቀን በቀን ቢያንስ ለሁለት ሰዓት ተኩል ያህል አነባለሁ፤ አልፎ አልፎ ባጋጣሚ ትምህርታዊ ያልሆኑ መጻህፍትን አነባለሁኝ ለምሳሌ፣ እንደ ድርሰት ያሉ መጻህፍትን አነባለሁ።

ጠያቂ፡ ድርሰት፤

ተማሪ፡ አዎ።

ጠያቂ፡ ድርሰት ለመዝናኛ ብለሽ ነው እምታነቢው?

ተማሪ፡ አዎ፤ እራሴን ፍሪ ለማድረግ።

ጠያቂ፡ አንድን ድርሰት ለምሳሌ በስድስት ወር ወይም በሳምንት ፣ እንዴት ልታነቢ ትችያለሽ?

ተማሪ፡ አንድ ለምሳሌ እኔ እማነበው አንድ ኖርማሊ እምማራቸው የመልመጃ ደብተሮች ሁለት ሰዓት ተኩል ሳነብ ከፋፍዬ ነው እማነባቸው፤አርባ ደቂቃ አነብና እረፍት እወስዳለሁ፤ አርባ ደቂቃ አነብና እረፍት እወስዳለሁ፤በነዛ ብሬኮች እነዛን ድርሰቶችን አነባለሁ። ሙሉ ሁለት ሰዓት ስለማላነብ።

ጠያቂ፡ እሀ

ተማሪ፡ ሙሉ ሁለት ሰዓት ስለማላነብ አርባ ደቂቃ አነብና ብሬክ ወስጄ አርባ ደቂቃ ደሞ አነባለሁ ከብሬኩ በሁዋላ እንደዛ እያረኩ ስለማነብ

ጠያቂ፡ መልመጃ ደብተሮችሽን ነው ወይስ

ተማሪ፡ መልመጃ ደብተሮችንና የምይዛቸውን ማስታሻዎችን ነው እማነበው።

ጠያቂ፡ በጣም ጥሩ፤ አንቺ ብዙውን ጊዜ ማንበብ የምትፈልጊያቸው ጽሁፎች ምን አይነት ናቸው?

ተማሪ፡ እኔ ብዙውን ጊዜ የታተሙ ጽሁፎችን ነው ማንበብ እምወደው።ለምሳሌ ቤተ መጻህፍት በመግባት ከትምህርት ሰዓቴ ዉጪ አነባለሁ ፤ ብዙ ጊዜ ቤተ መጻህፍት ጸጥ ያለ ቦታ ስለሆነ እዛ ቦታ ላይ ማንበብ ስለምወድ ቤተመጻህፍት ያሉ ትምህርታዊ የታተሙ መጻህፍትን ማንበብ እወዳለሁ።

ጠያቂ፡ ማንበብ ማትፈልጊያቸው ጽሁፎችስ ይኖራሉ?

ተማሪ፡ አዎ አሉ፤ በደንብ።

ጠያቂ፡ በምናቸው ምክንያት ነው?

ተማሪ፡ ለምሳሌ፡ በተለይ አንዳንዴ ከይዘታቸው ወጣ ያሉ፣ ከእድሜዬ፣ ከትምህርት ደረጃዬ ጋር የማይሄዱትን ማንብበ አልፈልግም።

ጠያቂ፡ በደረጃሽ ያሉትን ነው እታነቢው?

ተማሪ፡ አው።ማወቅ ያለብኝን መጻህፍት አነባለሁ፤ ለምሳሌ ስለአለም ፖለቲካ፣ ብዙውን ጊዜ ማንበብ አልወድም፤

ጠያቂ፡ በጣም ጥሩ፤ ሌላው ንባብን እውቀት ለማግኘት ወይም ለመማር እንዴት ትጠቀሚበታለሽ?

ተማሪ፡ ንባብን እኔ ብዙውን ጊዜ እምጠቀመው እወቀት ለማግኘት ነው፤ እውቀት ለማግኘት ስል የሚሰጡኝን የቤት ስራዎች ለመስራት እንደዚሁም ደግሞ ጠቅላላ እውቀትን ለማገኘትና በደንብ እንድረዳው ለማደረግ

ጠያቂ፡ ሌላ የትምህርት አይነቶችንም ለማንበብ፤

ተማሪ፡ ማንኛውንም የትምህርት አይነት ለማንበብ፤

ጠየቂ፡ ይሄ ማለት ከምታነቢው ነገር ሁልጊዜ እምታገኝው እውቀት አለ ማለት ነው?

ተማሪ፡ አዎ አለ።

ጠያቂ፡ ከዚሁ ጋር ተያይዞ ንባብን በእንግሊዝኛ ክፍለጊዜ እንዴት ትጠቀሚበታለሽ?

ተማሪ፡ እኔ እምማርበት እንደማንኛውም የትምህርት አይነት በማንበብ፣ያልገቡኝን ብዙ ጊዜ ዲክሽነሪ . በመጠቀም ለመረዳት እሞክራለሁ፤ እንዲሁም የቃላት እውቀትን፣ ሰዋሰው ግራመርና ፕሮናውነሲየሽኖችን እንዲሁም የንባብ ፍጥነቴን ለመማር እጠቀምበታለሁ፤

ጠያቂ፡ ፕሮናውንሴሽን?

ተማሪ፡ አዎ።

ጠያቂ፡ እንዴት መምህሩ ሲያስተምር ነው?

ተማሪ፡ አዎ: መምህሩ ሲያስተምር እሚጠቀማቸው ፕሮናውኖች፣ግራመሮች እንዲሁም ደሞ በምን ያህል ፍጥነት አንደሚያነብ እንዲሁም የንባብ ፍጥነቴንም ለመጨመር እጠቀምበታለሁ።

ጠያቂ፡ እሺ ጥሩ ነው፤ሌላው አንቺና ጓደኞችሽ ስለንባብ ታወራላችሁ? ካወራችሁስ በምን ያህል ጊዜ ወይም ፍጥነት ታነባላችሁ? በሳምንት፣ በሶስት ቀን ነው?

ተማሪ፡ አዎ፤ በቀን በቀን ነው እምናነበው። ምክንያቱም እኔ አብሬ የምመለሳቸው ያንድ ሰፈር ልጆች አንድ መንገድ ስለምንመጣ ቀን በቀብ ከትምህርት ቤት መልስ እናወራለን።ትምህርታዊ ጥያቄዎችን በማውጣትና በመጠያየቅ ስለምንጠያየቅ ስለምናወራ ቀን በቀን እናወራለን።

ጠያቂ፡ ንባብን በተመለከተ ብዙ ጊዜ ስለምንድነው እምታወሩት?

ተማሪ፡ ብዙ ጊዜ እኛ እምናወራው ስለምንማራቸው የትምህርት አይነቶች እያንዳንዳችን እንከፋፈልና ጥያቄዎችን እናወጣና እንጠያየቃለን እርስ በርሳችን።

ጠያቂ፡ እና ይሄ ውጤታማ ነው፤

ተማሪ፡ አዎ፤

ጠያቂ፡ በጣም ጥሩ፤ ከመምህራችሁ ጋርስ፣ ይሄን ውይይት ንባብን በተመለከተ ትወያያላችሁ?

ተማሪ፡ አዎ፤ እንወያያለን። መምህራችን ሲያስተምር ጥያቄዎችን በመመለስ፤ እንደዚሁም ደግሞ ያልገቡንን በመጠየቅ ስለንባብ የበለጠ እናዳብራለን።

ጠያቂ፡ በጣም ጥሩ፤ ከጓደኞችሽ ጋር ስለምታነቡት ነገር ማውራት ወይም መወያየት ያሉት ጥቅሞች ምንድናቸው?

ተማሪ፡ በጣም ብዙ ጥቅሞች አሉት፤ ለምሳሌ ስለምናነበው ነገር ማውራት ቅድመዝግጅት ለማደረግ ማለቴ ለመዘጋጀት ስለምን እንደምናነብ ስለምናውቅ ስለዛ ሃሳብ እንዘጋጃለን፤ ሲቀጥል ደሞ የምናነብበትን ቦታ ለመምረጥ እንዲሁም የጋራ ሃሳብ ለማቅረብ፣ መጨረሻ ላይ ያልገቡንን በመጠየቅ እንዴት እንደገባን ለመረዳዳት ቀድሞ ማወቁ ይጠቅመናል፤ምክንያቱም የምናነብበትን ቦታ መረጣ ላይ ሲቀጥል ደግሞ በዛ ትምህርት ተዘጋጅተን ስምንገናኝ ግልጽ ለማረግ ስለምንረዳዳ ግልጽ ሆኖልን ስለምንመለስ ማወቁ ጠቃሚ ነው ብዬ አስባለሁ።

ጠያቂ፡ መልካም፤ይሄ ውይይት ጉዳቶችስ አሉት ብለሽ ታስቢያለሽ?

ተማሪ፡ አዎ፤ አንዳንዴ ጉዳቶች አሉት።ለምሳሌ፣ተቀጣጥረን አንገናኝም። ቀጠሮ አለማክበር ምናምን ስለሚያጋጥም፤

ጠያቂ፡ ጊዜ ታባክናላችሁ፤

ተማሪ፡ አዎ ጊዜ ማባከን።

ጠያቂ፡ ሌላ ወደመጨረሻው ጥያቄ ስመጣ የንባብ ስልትን መጠቀም፣ተነሳሽነት ያለው ተማሪ መሆንና ጥሩ የንባብ ልምድ መኖር ከንባብ ውጤትሽ ጋር እንዴት ይገናኛል ብለሽ ታስቢያለሽ?

ተማሪ፡ በጣም ይገናኛል፤ ማለት ጥሩ የንባብ ልምድ መኖር.. ጠቃሚ ነው፤ ማለትም ጥሩ የንባብ ልምድ ስላለኝ ጥሩ ውጤት አገኛለሁ.. ተነሳሽነት ሲኖረኝ እንዲሁ ውጤቴን እያሻሻልኩ እሄዳለሁ፤ጥሩ የንባብ ልምድ ሲኖር ደግሞ እንዳዳብረው ያረገኛል፤ ስለዚህ የንባብ ስልት መኖሩ በጠቅሉ ተነሳሽነት እንዲኖረኝ ስለሚያደርገኝ ከነዛ

ጠያቂ፡ ስተራቴጂ ማወቅ እንድነሳሳ ያደርገኛል እያልሽ ነው፤

ተማሪ፡ አዎ።

ጠያቂ፡ ጥሩ ልማድ መኖሩ ደጋሞ፣

ተማሪ፡ ጥሩ ልማድ መኖሩ ደግሞ ውጤቴን እንዳሻሽል ይረዳኛል።

ጠያቂ፡ በጣም ጥሩ፤ በጣም አመሰግናለሁ ውድ ተማሪ፤ ካንቺ ጋር በመቆየቴና ስላንቺና ስለንባብሽ በማወቄ በጣም ተደስቻለሁ።

ተማሪ፡ እኔም አመሰግናለሁ።

Appendix- D: Students Interview Translation

Appendix -D1: Student 1Interview Translation

Interviewer: Thank you in advance for your cooperation. Let me come to the first question.
Student1: Ok.
I: What reading strategies do you use when you read a text?
S1: First, my reason to use reading strategies is I can understand what I read. But, for I may forget after a stay, I must use my own strategies to remember what I read. My strategies are, first, I prepare a place free from disturbance. Secondly, I understand the idea of the text I read, and takeout the main points. Out of the idea I understand, I underline what I have recognized as key issues. Then, I write them in my own words to remember easily.
I: Good idea. When you read a text, what kinds of strategies do you use to understand it easily?
S1: I use strategies, for example, most of the time, in English or in other lessons, by writing in bold on the key words, and by repeatedly reading these key words.. I read other new materials written on these key words. I use these strategies and underline key points. Revise.
I: Do you mean you make notes, if you use reference materials?
S1: Yes.
I: Ok. Good idea. The second question, what do you do when you fail to understand a text? If you have any idea?
S1: Ok. I try to understand by reading again and again. If I do not still understand, I write it in my own simpler words in such a way that I can understand… I try to find books on a text what I cannot understand, and I try to understand.
I: Ok. Very good. How do you know if you have read or understood a text very well? How do you check this?
S1: I know this if I can explain what I have read simply and with a short time to my friends or family, that means, I have understood the text.
I: Eh.
S1: If I express it without any complexity, I feel I have understood it.
I: Good idea.
S1: And I check my understanding by accepting any kind of question. I also prepare questions for myself. If I answer and explain these questions, I believe that I have understood the text.
I: Very good. The other one, do you like reading?
S1: Yes. I like.
I: Do you relax and enjoy by reading different types of texts?
S1: Yes. I enjoy.
I: Do you read different texts during your spare time?
S1: I read in my spare time. Some books that I read have new knowledge and are argumentative. Thus, as I am happy when I read these books, I read them in any spare time I get.
I: It is good. Right. Do you mean you read nonacademic texts? Do you have the chance to read magazines and newspapers?
S1: If I get fiction and similar works, I read out of lessons, when I get bored.
I: Well. Do you read internet resources, perhaps?
S1: I read internet materials sometimes. Though it is not all time, I read.
I: Ok. Good. The other question is, what are the reasons that motivate you to read?
S1: My motivating factors, the first is my understanding that reading is enjoyable. Secondly, I get knowledge from these books. Thirdly is the interest I have to apply the knowledge I get.
I: Very good. What about the factors that make you hate reading? Are there any things that make you not to read, not to be motivated to read?

S1: Mostly, there are not factors that influence me not to read. But, sometimes when I read fictions as I get bored, if there are derogative words at different places, it may be about one's life history , false or real , these may make me not to read.
I: Right. Another, it may be related to this. Can you state things that you do not like about reading? Generally, when you hear the concept of reading, what do you dislike?
S1: As to me, I do not dislike reading because reading makes one a complete person, not incomplete.
I: When you evaluate, yourselves, are you a motivated reader? Are you a happy and initiated type of reader?
S1: I think I have the motivation to read. When I see myself, currently I better read and understand the
benefit of reading than before.
I: Do you think you are a good reader?
S1: In relation to others, I think I am a good reader, even though not more than the majority.
I: Why do you think so?
S1: Because, as I read by my own initiative, I may understand the text better. But when it is an order from my family, I may not understand. So, reading by my own initiation makes me good reader.
I: You understand better when you read by freedom.
S1: Yes.
I: Very good. In your secondary school, what type of reading do you mostly read: academic treading like text books, exercise books, note books or nonacademic reading like magazines, newspapers or fiction books?
S1: Most of the time, I read academic texts. But sometimes, out of academic reading, I read fiction books, fiction books and novels (libwoled).
I: Yes. How frequently do you read? You told me that, you mostly read academic texts. Do you read frequently, at a daily basis or how?
S1: I read the nonacademic texts daily. I budget my time and read with program. Out of the nonacademic texts, I read nonacademic texts with the extra time I get.
I: Very good. In relation to this, do you read internet resources?
S1: I sometimes read internet resources or texts. But I read print materials more than internet texts. I read the nonacademic texts with my program. If they are nonacademic, for instance, current issues, I read internet resources in my spare time and consider these affairs.
I: Yes. You might have explained this. How often do you read? Within 3 days, within 2 days, or daily?
S1: I do not read a lot of internet resources. Out of the academic texts, I read internet resources ones in a week or three times in a week.
I: Don't you get academic information like homework from internet?
S1: I do my home works. .. However, if the assignment is difficult and if other teachers cannot do it, we search it on the internet and do it.
I: What are the kinds of texts that you like to read, and which ones do you dislike to read?
S1: I like to read academic texts that need critical thinking. And I do not like to read materials that are wrongly written about an individual or a society.
I: Right. This is by its content. Don't you dislike a text simply by its features, views etc.?

S1: I don't like texts that I don't understand as I read. If the texts are written in hidden language or ironic language, I don't like them.

I: When the language is difficult?
S1: Yes. If they are confusing to translate or to understand, mostly I don't need them.
I: Well. The other question is, how do you use reading to get knowledge or to learn? Do you get knowledge from what you read?
S1: Yes. When we read, we get knowledge. When we get knowledge, we learn. And learning means, one is showing bringing behavioral change. I always get knowledge as we read. That means most of the time the books I read repeat the same thing. For example, text books raise the same thing. When we read it ,it helps us to remember what we know. However, it has no new knowledge. But if we expand and see it, we may get new knowledge.
I: Very good. How do you use reading to learn in English?
S1: Because English is not our communication language, we may get confused when we read. It may be clear if we read it again and again. We can understand by translating the text in to our language.
I: Most of the time, what type of knowledge do you get in English lessons? For example, there may be word knowledge.
S1: If there are texts written about something, and if there is unclear idea on it, it is possible to understand about the title and its purpose.
I: Ok. Very good. Do you and your friends discuss on reading regarding a certain topic?
S1: Yes. Many of them do not want to discuss. Equally, there are interested students to read and change themselves. And we discuss with them. We discuss them. We may discuss for hours about academic issues.
I: Yea. You are right. How often do you read? Weekly, with in 3 or 4 days? Do you also read outside class?
S1: We also talk outside class. We discuss when we meet. Mostly, we discuss in class and around library when we meet.
I: Concerning reading, mostly what do you talk about or discuss?
S1: We discuss on what we learn…. It helps us develop our reading skill.
I: Good. Does your discussion have any disadvantage?
S1: Mostly I do not believe it has disadvantage.
I: Do you always discuss as you plan when you meet to discuss?
S1: I think that most of the time it has an advantage. When I read, there may be other students who better understood a topic that is difficult to me. The reverse may also be true. So, when we discuss, I let them clear what I understand and they let me clear what they understand. But I do not think It has disadvantage. Of course, if some students are joking, it may hurt us. They may make us not to read.
I: Very good. What about your teacher? Do you practice these discussions with your teacher, though it may be based on the text book?
S1: If there are unclear ideas about the written ideas, we discuss with the teachers. We also ask them to help us understand the ideas that are not clear. If there is pre reading, they make it clear. If there are questions from the text, they do the questions for us. We make discussions with teachers on the texts.
I: Ok. Good. Another, may be the last question. How is using good reading strategies, having good reading motivation and developing good reading behavior related to your reading results?
S1: Having reading habit helps us develop good reading habit. When we use reading strategies, we can understand and remember difficult ideas easily. Due to this, if we understand and remember what we read, we become effective in reading. I think that is their relationship.

I: Do you think, being a motivated student, having good reading habit help to get good reading result?
S1: I think it has good result.
I: Very good. Finally, based on what I asked you on reading, if there is any idea that I didn't ask you, let me give you a chance.
S1: Reading makes us complete individuals. I suggest that developing our reading habits, all of us should contribute to the development of the country by putting remarks to the coming generation.
I: Ok. Dear student. I am very happy for I have stayed with you and known much about your reading.
S1: Thank you very much about the interview. You helped me to express the idea I have on my reading.
I: Ok.

Appendix -D2: Student 2 Interview Trandslation

Interviewer: Ok. The first question, do you use reading strategies when you read a text?
S2: Yes. In order to read a text, we have to use any type of strategies. This is because we have to understand the text. The strategies we use to read are: First, we have to select a place which is clean, free from disturbance, where our attention is not distorted. Next, we make ready the subjects or any materials we read. After that, we have to glance the whole text. Then, we read it appropriately to understand it. When we finish reading, we should ask ourselves, " What do I understand?' by taking the text away from us. If we understand at least 50% of the text, we can say we understand the passage.
I: Well. When you read a text, what types of reading strategies do you use to understand it; do you remember specific strategies?
S2: The strategies I use, after we avoid the disturbances, we read silently (blehosas).
I: Silently;
S2: Yes. As I read loudly, my idea get distorted. So, I later readout loudly later after I understand it internally.
I: Very good. What do you do if you do not understand a text?
S2: If I cannot understand a text, even after reading again and again, I relax myself for a while; I may be listening music; I may wash my face and do physical exercise. Then I come back to the topic and read to understand.
I: Very good. Another, In relation to this, how do you check if have understood a text well?
S2: In order to know if I have understood a text, I test myself by evaluating how much I have understood the text. If the answer I give is related to what I have read, I have understood the text.
I: Very good. Do you like reading?
S2: Yes. As far as reading is a base for any knowledge, everybody should like reading. As to me, as reading the source of knowledge, I always like reading.
I: Do you enjoy by reading different texts? Do you use reading as an entertainment?
S2: Though not different texts, in my age level, I read my own subjects, materials helpful to me and reference materials and Top books. Otherwise, I do not read others. Sometimes, I may read fiction books.
I: That means you read materials in your spare time.
S2: No. I do not read except academic text and fiction.
I: Fiction is similar for it is read in spare time.

S2: So, that means I read.
I: Ok. What are the reasons that motivate you to read texts? What about the reasons that do not motivate you to read?
S2: At the current level, the factors that motivate me are, I want to achieve a better success and want to change my life and others' lives. And our country may be better developed in administration out of African countries in the current status. In my age level, I want to create and work new jobs. This motivates me to read. Among the factors that discourage me from reading may be peer pressure or family influence. Of course, I have no family influence. But with my friends, we go to needless places. That might have affected me. However, I read.
I: Good. Another, In relation to teachers, the school, are there things that influence your reading?
S2: No. In relation to teachers, there is no problem. The influence may be if it is not clear when a teacher teaches, we may hate that subject totally. However, by avoiding these doubts from our mind and convincing ourselves, we should read; if we do not read, we will not pass a test tomorrow. So, because I must read, though there are problems with them, considering it is not their problem, I do my reading.
I: Very good. Can you tell me the things that you do not like about reading?
S2: As reading is a means of acquiring any type of knowledge, there could not be things I do not like. I like the natures of all reading. Because when I read texts, as I have to use reading strategies; then based on their nature, a poem with rhythm for example, as I read like this; I do not dislike reading.
I: When you evaluate yourselves, are you a motivated reader?
S2: No. Motivation…
I: Are you a motivated, initiated reader?
S2: I am happy to read. However, I am not committed to read materials out of academic texts. Of course, I will do this in the future. Currently, reading my subjects is my interest and mandatory as well. Despite my interest, I do not read extra texts. But I do not think I am a good reader.
I: Don't you think that you are a good reader? Don't you believe that you will read good?
S2: I don't think so.
I: Why?
S2: Because to be said a good reader, one should read and understand any readable text from bottom to top. And currently, I read my subjects and fictions. So, I can't fully explain myself as a good reader. I can say I am a reader, but cannot be categorized among the good readers.
I: Ok. Next, In your secondary school, what type of reading do you usually read: academic texts such as textbooks, exercise books, notebooks or nonacademic reading such as magazines, newspapers and fiction books etc.?
S2: Currently, in my secondary school, I can read all these mentioned above. I am reading subject area or academic texts. I read, for example, notes, subject area texts, and worksheets that prepared by teachers. However, in the current short time, as I take exams, I couldn't budget time and read texts like fiction. Thus, I am reading subject area texts.
I: Ok. Good. You have said that you mostly read academic texts. How frequently do you read these texts; daily, an hour in a day? Can it be expressed in this way?
S2: It is not daily. There may be contents that we cannot understand in class. We have to read these contents appropriately before they are forgotten and overloaded. We budget time and read these items to understand better. Otherwise, I do not plan to read what I have understood and passed. .. It may be orally, or daily.. I read them based on my plan.
I: Very good. Do you read internet resources or printed texts?

S2: I sometimes read internet resources that are posted on social media. However, I don't read printed newspapers. I have tried the internet.
I: The texts that you learn are also printed materials. It may be notes. Do you read these materials in the form of internet or print material?
S2: As to me I am reading in the form of internet.
I: What about your exercise books and other materials? In what form do you read them?
S2: I read my exercise books and others by myself. However, if difficult questions are given, I refer to the internet and answer them.
I: Yes. In order to make easier.
S2: Yes, to simplify them. Otherwise, as you have said, I usually read printed materials because the books are printed by the government for use and I have to read them.
I: What are the types of texts that you do not like to read?
S2: There may be texts that I may not like to read. However, I need any text if it transfers knowledge. This is because when I want to pass by accumulating and developing my knowledge, I read them. But if it does not transfer knowledge, I do not want to read it.
I: Well. How do you use reading to get knowledge or to learn? Or do you always get knowledge or learn from what you read?
S2: Yes. I get knowledge from what I read because I do not *wait* texts that are knowledgeable. So, I read such texts and get knowledge. Just like I use knowledge to learn, I use reading to get knowledge.
I: Very good. How do you use reading to get knowledge during reading lessons or periods?
S2: During English lessons, starting from letter then to word, by combining these elements…we have been learning in such way.
I: Good. Do you and your friends talk about or discuss on reading?
S2: Yes. I always talk with my friends about reading. What type of text to read, which part of a text to read,… we read by giving time for ourselves.
I: If you discuss, how much time or ho frequently do you discuss? It is weekly, three times a week, or two times a week?
S2: We read three times a week or two times a week, and we understand and pass what we should read.
I: Well. What are the advantages of talking with your friends about what you read?
S2: The advantages are; it helps us not to thing another thing at this age. By accumulating knowledge, and by understanding how knowledge and reading is important, without disliking any text….
I: Very good. Do you think that this discussion has any disadvantages?
S2: The discussion will not have any problem. This is because as we read, we become full persons, and as we discuss, we will not waste any time. Reading takes much of the time in our life.
I: Yes. When you plan and gather to share ideas, do you always apply this?
S2: If different texts, new books, and when new units start in subjects, should we start in advance or go with the teacher? We discuss in such way.
I: Emm. The last question, how using reading strategies, having reading motivation and having good reading habit related to your reading achievement?
S2: Having good reading habit has a good relationship with reading result. When we read well, we get good knowledge. However, simply reading a text is looking a book ,not reading, and we

cannot know it. Reading by contributing our, knowledge, time, our full mind, attention *is related* to reading. We also get good knowledge.
I: Ok. Good. Lastly, if there is an idea that I didn't ask you about reading, let me give you a chance to say something that I didn't ask you.
S2: I don't think so. This is because I have explained everything that I have been asked - good or bad about reading. I don't think there is additional idea.
I: Ok. Student. Thank you very much. I am very happy for staying with you and knowing about you and your reading.
S2: Ok. Thank you.

Appendix D3: Student 3 Interview Translation

Interviewer: Do you use reading strategies when you read a text?

Student 3: Yes. I use.
I: What types of texts do you use to help you understand a text?
S3: I use materials out of text books, such as dictionaries and reference materials.
I: Of course, these may be reference materials. Strategies means, do use skimming, slow reading, as an example? It may be loud reading or slow reading. Which one do you use?
S3: The strategies I use, first, I identify the materials I read. Then, I select the main ideas from the text.
I: Very good.
S3: Then, I make summaries and I do questions based on the text.
I: Very good. If you do not understand a text, what do you do?
S3: I read it repeatedly; I read it well to get the main idea, to understand.
I: Very good. How do you know if you have understood a text very well? How do you check whether you have understood or not?
S3: I know the text I read is right when I say it to others. If I get questions about it, I can answer. I do not forget the idea easily.
I: Very good. Do you like reading?
S3: Yes. I like.
I: Do you enjoy or relax by reading?
S3: Yes. Reading is among the things that entertain me.
I: So, you read different materials like magazines and newspapers during your leisure time.
S3: I read fictions.
I: Fictions?
S3: Yes.
I: Mostly do you have the access to get fictions?
S3: Yes. I have.
I: What are the reasons that motivate you to read?
S3: The first is my family. My family is a reader family. And my family's being reader has helped me to read more.
I: Very good. Don't you have your own reasons that motivate you read?
S3: Because I have eagerness to read on different issues, that makes me read to *know* about the things.
I: At this grade level, grade 9 why do you read?
S3: I read to know. Purposefully to serve my family and my country, I read to know and to do this.

I: Ok. Can you know the reasons make you not to read?
S3: I cannot read in a noisy place. I read in a silent area. If I have a rushing time (limited time), I cannot read. Because I shift from one subject to another, I cannot read my texts in a crowded time.
I: Do you read with program or do you get tensioned when you read for exams?
S3: No. I have a planned or classified time. I am governed by that.
I: Very good. Don't you have peer pressure and related problems? Lack of interest, family and teacher related issues that decrease your interest?
S3: There is no problem that decreases my interest unless there is my own weakness.
I: Very good. Can you mention to me the things that you do not like about reading?
S3: Of course, texts with small fonts may affect my eyes; otherwise, I have no problem.
I: Is there not anything that comes to your mind when you hear about reading?
S3: Concerning reading, when I get texts that are out of reality (false), I feel disappointed by them.
I: Yes, they make you dislike reading.
S3: Yes.
I: OK. Are you a motivated student or reader?
S3: Yes.
I: Do you have the interest, motivation to read?
S3: Yes, I have.
I: Do you think you are a good reader?
S3: Yes, I read well.
I: Why do you think you are a good reader?
S3: The comment I get from others makes me to say so. For example, my family always tells me that I am a good reader; due to that, I think I am a good reader if it is observable to others.
I: What about in relation to your result?
S3: Yea. People around me know that I read.
I: Good. Here in your secondary school, what types of reading do you mostly read? Do you read academic texts such as textbooks, exercise books, note books or nonacademic texts such as magazines, newspapers and fiction books?
S3: As the academic level varies from class to class, I most of the time spend on academic texts. This is because the content becomes more difficult, and I incline to the academic ones. Of course, I read these magazines and newspapers very well.
I: You read. Do you mean in your spare time?
S3: Yes, in my spare time.
I: Yes. You told me that you read academic texts. How much do you read; do you read daily, an hour in a day, two hours in a day? Can you specify like this, or how do you read?
S3: Mostly, I have time scheduled in a plan. And my plans vary from day to day. I think what I should think[read] in the morning. I have to do that. I give most of the time for reading academic texts. After that I read nonacademic texts. I think reading is not only for text books.
I: Very good.
S3: Listening, talking with people, this all is source of knowledge, and I usually do this.
I: Bravo. The other one, do you read internet resources or printed materials?
S3: I read internet resources because we have the service, access, I use internet. I also read printed materials as many of the materials are available in the form of print.

I: Yea, these are by which you learn. How do you use internet? Is it sometimes, how do you use it?
S3: We use internet, the things we learn are not only found in books. Most of them are found on internet. Otherwise, I do not use internet for other purposes except for academic issues.
I: Very good. What are the types of materials that you do not like to read?
S3: There are no texts that I dislike. But I do not like texts that are out of fact.
I: Are there texts that you really want and read, texts that you read being very excited?
S3: Yes. I like fictions based on real story. I like texts written during earlier times. I give them special attention.
I: Ok. How do you use reading to get knowledge or to learn? Or do you get knowledge from everything that you read?
S3: Yes. From what we read, even from a notice, we get knowledge. If the texts we are nonacademic, they are important for our general knowledge. This has an effect on our learning since all what we learn were written since long time ago.
I: Good. How do you use reading during English lessons, or how do you learn through it?
S3: Though I do not frequently read English texts, as I learn English lessons, and as I like English lessons very much, I get English in other contexts. For example, when I watch films, I consider English. It has great influence on me to read English texts.
I: What type of lessons [knowledge] will you get more in English lessons?
S3: English subject helps me improve the communication that I make with others. In the future if I get the opportunity to speak with English speakers, it will help me communicate easily.
I: Yes. What about the passages on the text book? When you learn day to day from the text, what do you learn from English text or lesson. Grammar may be one example. What other do you learn?
S3: In addition to the grammatical points, reading passages help us develop our reading skills. They also help us develop our speaking skills.
I: Very good. Do you and your friends discuss on or talk about reading?
S3: Yes. I talk with my friends.
I: How much time do you discuss, how frequently? Every four days, every three days, once in a week, or do you plan to discuss?
S3: We may not meet with my friends daily. But there are some friends that I meet daily, and eventhouth not on reading, when we discuss on some other issues, we get different pieces of knowledge.
I: Good. What do you think are the advantages of discussing on reading with your friends?
S3: My friends may know something that I do not. And the reverse may be true. I tell to my friend what I know, and he does the same thing. We fill our gaps in this way.
I: Yes. Perhaps, would this discussion have any disadvantages?
S3: In terms of time, they may take the time we allot for other activities. Once we started the discussion, we may not stop, and we may get immersed and diverted to other issues. Thus, it may waste our time.
I: Very good. This may be the last question. How are using reading strategies, being a motivated reader, and having a good reading habit related to your reading result?
S3: Reading is directly related to reading result. When there is reading, as many academic issues are found in the form of books and different texts. And we understand these texts by reading. So, it has direct relationship with our result.

I: Yes. This may be to the general subjects. But when you use reading strategies, have motivation for reading and have good reading habits, does this help you get good results?
S3: Yes. As we also read nonacademic texts additionally, we get good result from these.
I: Ok. Dear student. Thank you very much. I am very happy for staying with you and knowing more about your reading.
S3: I also thank you.
I: Ok.

Appendix- D4: Student 4 Interview Translation

Interviewr: Thank you in advance for your cooperation. Let me come to the first question. Do you use reading strategies when you read a text?
S4: Yes. I use. First of all, I make my reading area comfortable for reading. I prepare my exercise book to read. By making myself ready, I start my reading. If the content I read becomes difficult, I refer to other reference materials. When I study, I first skim. Then, I come to the main study reading.
I: Very good. When you read a text, what strategies do you use to understand it better?
S4: I know if I have understood a text by asking my parents and people around me. By discussing or working with my friends, we make difficult ideas clear.
I: Very good. If you cannot understand a text what do you do?
S4: If it is an English text, I try to understand by translating in to Amharic.
I: Translating, to get it easy?
S4: Yes.
I: Ok. Very good. How do you know if you have understood a text effectively? How do you check this, if you understand it?
S4: I know whether I have understood a text, if I can share it to others. Or when I can share to my friends what I have read, and by asking myself what change has it brought to me.
I: Do you prepare question or do you ask, how do you check that?
S4: First, I prepare questions from what I read. If I answer that question, I have understood the text. And I ask others or let them ask me.
I: Very good. The other question, do you like reading texts?
S4: Yes.
I: Do you enjoy by reading different texts?
S4: Yes.
I: Very good. Do you read different texts during your leisure time?
S4: I sometimes read.
I: What types of texts would you read out of academic texts, for example?
S4: Entertaining books.
I: Entertaining ones!
S4: I read entertaining books and fiction books.
I: Very good. What are the factors that motivate you to read?
S4: Interest of knowing about new things, being ready to practice new things and to generate new ideas are my reasons.
I: What about your aims and peer influence, don't they affect your reading?
S4: Peer influence makes me read. May be orders from my family may influence my reading.
I: Ok. Do your family ask you help them some tasks?
S4: Yea, during my leisure time and when they are out of home.
I: Social life and similar issues.

S4: Yes.
I: Can you mention the things that you do not like about reading?
S4: No.
I: Don't you dislike anything about reading?
S4: Because when we read, we get better things, not harmful ones.
I: Ok. Next, are you a motivated reader? Are you eager to read texts?
S4: I think so, because I have seen a difference between my previous and current achievements (current one is better). I am very happy in reading.
I: Very good. Do you think that you are a good reader, at a level of reading?
S4: Yes.
I: Why do you think that you are a good reader?
S4: This is because I have got a lot of benefits. I also believe that I am a good reader as I can share what I know to my friends as much as possible.
I: Bravo. In your secondary school, what types of texts do you mostly read, academic texts such as textbooks, exercise books, notebooks, or nonacademic texts like magazines, newspapers and fiction books?
S4: Most of the time, I read textbooks or exercise books; and during my spare times I read fiction books.
I: Yes. Most of the time, you read academic texts. And you read nonacademic texts sometimes. How do you read; how frequently do you read these academic texts?
S4: I read academic texts at the date of learning.
I: As soon as you learn.
S4: Yes.
I: what about in other times, such as during exams? What seems the amount that you read?
S4: As I read daily, there will not be a stored amount.
I: Emm. Good. Do you read internet resources or print materials?
S4: Most of the time I read print materials. I use internet when there are assignments and difficult contents.
I: To refer and to do home works; ok. Good. What are the materials that you do not like to read? Sorry, to mean that you like to read. What are the texts that you like to read? What about the ones that you do not like to read?
S: The texts I like to read are, as I stated previously, related to academics that can create new things on education or created. I like reading what was done before or history.
I: Very good. What could be the materials that you hate or dislike to read?
S4: I do not want to read texts that are terrifying and horrifying.
I: Good. How do use reading to get knowledge or to learn?
S4: I relate reading to what I learn…… by thinking that how can I relate my reading to my knowledge.
I: Good. Do you always get knowledge from a text that you read?
S4: Yes. This is because there is knowledge that I get by screening out the basic ideas from the text that I read.
I: Very good. How do you use reading during reading lessons?
S4: During reading lessons, by knowing English reading strategies and by developing my reading styles, it lets me develop my English knowledge and know meaning of words.
I: Very good. What types of knowledge do you get as learn English? Do you know the types of knowledge? It may be about grammar, for example.

S4: About tenses, punctuation marks.
I: Ok. The next one, do you and your friends talk about or discuss on reading?
S: Yes. We talk.
I: In how much time do you talk? Is it frequently or sometimes? How frequently do you talk about reading?
S4: We talk about reading when there is a content that we have read, my friends or I.
I: Very good. What about outside class room? Is it both inside and outside classroom that you discuss or read?
S4: We discuss what we read or learned in class. Sometimes, we discuss on what we read in our surroundings or homes.
I: Very good. What are the advantages of talking with your friends about what you read?
S: The advantages are we share what we know with my friends.
I: You mean their ideas?
S4: Yes. Their ideas. If the materials they read are important, I read them and vice versa.
I: Yes, so that they will share them, (the knowledge they get). Very good. Perhaps, do you think that such discussion has any disadvantage?
S4: No. It hasn't.
I: Do you always spend the time that you budget for discussion as you expected?
S4: We discuss on it; if both of us read and are unclear, we read it helping each other.
I: Ok. Very good. How is using good reading strategy, being a motivated student, and having good reading habit related to your reading achievement test?
S4: When we use reading strategies, as we apply them as we want and in a place we want,.. it helps us to read and understand at the desired level. And our motivation, when our interest to the text increases, our interest to know increases. Then, we develop more interest to read.
I: What about good reading habit? When you have the habit of reading frequently, do you think it has good relation to your result?
S4: Yes. When we have good reading habit, our interest to know many things increases. It also helps us for exams to prepare well.
I: Ok. Very good. In general, do you think that developing these skills will increase your ability to score better in reading tests?
S4: Yes, because when we develop these skills, our reading speed increases and our capacity to read and understand a text quickly increases.
I: Very good. Lastly, would you have any question that you may ask about the interview, perhaps an idea that I didn't raise?
S4: I want to say that reading is important, and everyone can and change him/herself.
I: Dear student, thank you very much. I am very happy for I have stayed and known a lot about your reading.
S4: Thank you.

Appendix- D5: Student 5 Interview Translation

Interviewer: Thank you in advance for your cooperation. Let me come to the first question. Do you use reading strategies when you read a text?
Student 5: Yes.
I: What strategies would you use to understand a text easily?
S5: When I read a text, I read it again and again. If I cannot understand, I ask myself.

I: Asking yourself, reading repeatedly. Very good. Another, when you read a text, what would you do if you do not understand it?
S5: I read the text again and again. If I do not understand, I cover and ask myself. Or I let other students ask me that text?
I: Reading with friends; very good. Do you have the habit of repeating and taking notes?
S5: Yes.
I: Very good. Of course this one is related to the previous one. How do you know if you understand a text well? To know if you understand or not?
S5: I know if I understood a text, I read it and if I answer on exam, that means I have understood it; if I do not understand, do not understand.
I: If you do not answer, you do not understand.
S5: Yes.
I: For example, how do you know if you have understood your exercise book or not for a test?
S5: After taking an exam, the teachers tell us the answer and at that time, I know if I understood the text or not.
I: Very good. The other one, do you like reading?
S5: Yes.
I: Do you enjoy by reading different texts? For example, do you read any text you get without choice?
S5: Not like that. But, I choose a book, not any material. For example, I read fiction, dictionaries, and different books.
I: How do you read? Are you happy when you start? Are you motivated and confidence as you start reading?
S5: Yes.
I: Very good. When you evaluate yourselves, do you start believing that the text is good and understandable to you?
S5: Yes. Interest comes first, and if I have an interest on the text, I understand it, but if I am not interested, I cannot understand it though I read and repeat it.
I: It is very good. Another, what factors motivate you to read?
S5: That motivates me to read?
I: Yea, factors that make you to say, 'let me read', and that make you read better.
S5: I have family follow up.
I: Very good.
S5: And my family want me to read, and I want to *reach* at a better life status, there is no problem. I decide whether the text is long or short?
I: Very good. On the contrary, what are the reasons that make you not to read? While you want to read a text, is there anything that disturbs you?
S5: Sometimes if I thought the language is difficult for me.
I: The language is difficult for you?
S5: Yes. If the language is difficult, I think it is challenging. And sometimes it may be the challenge from individuals.
I: Works?
S: Yes.
I: Family tasks, sometimes?
S5: Yes. Sometimes.
I: What about the teacher, the school, peer pressure, the influence of these?

S5: Yes. There is peer pressure. Teachers are not that much. But peers have great influence.
I: Well. Generally, can you mention things that you do not like about reading?
S5: I do not like longer things. That means I do not like longer texts. And another,
I: Yes. I mean if there is negative idea that comes to your mind when you think reading.
S5: Yes.
I: Yea. The types of texts, the contents and the like?
S5: This is also there.
I: Is it about love, politics, which makes you happy or not perhaps?
S5: I do not like love stories; I like a little bite about politics.
I: Very good. When you evaluate yourselves, are you a motivated reader?
S5: Yes. I believe.
I: When you start reading, do you have self-confidence?
S5: Yes.
I: Ok. Good. Do you think that you are a good reader?
S5: As to me, I think so.
I: That is your idea. No problem. Why do you think you are a good reader?
S5: It is from the materials I read, and how much I understand mayerials.
I: Yes. In terms of result, do you get good result by reading?
S5: Yes. Like that.
I: Do you get good result in reading?
S5: Yes.
I: In your high school, what types of texts do you mostly read; academic texts like text books, exercise books and notebooks or nonacademic texts such as magazines, newspapers and fiction books?
S5: I read types of subjects; since I came to high school, I read books, dictionaries and notes the school prepared.
I: Well. How frequently do you read these academic texts, daily, daily for how many hours, ones in two days? Is it with program? Do you say you read a lot?
S5: I have a program to read, program of studying. Because I read with a program, I read saying, from this time up to this time, at least for 2 hours or for an hour, depending on the subject.
I: Very good. As you said before, you most of the time read nonacademic texts. Does that mean you never read nonacademic texts such as fiction and poem?
S5: I read, but it is during my leisure time.
I: During your leisure time?
S5: Yes.
I: Do you read internet resources or printed materials?
S5: I do not read internet resources. I read printed materials if I get; otherwise, I don't read.
I: Internet is what we call soft copy. Printed materials means your exercise book, text book are printed.
S5: If so, I read the printed materials, but I do not read internet resources.
I: Very good. Are there texts that you do not like to read? Or what are the types of texts that you want to read well?
S5: Texts that I like to read?
T: That you always read and happy in it?
S5: Fiction.
I: Fiction, emm. You also like academic text.

S5: Yes. I like books.
I: And also you read fiction. Are there any texts that you do not like?
S5: There could be texts that I do not like. For example, I do not like internet resources.
I: Is it because you don't get it or because you don't like it?
S5: I don't like it.
I: Is it because of its objective?
S5: Yes, from the knowledge I get and the like.
I: Very good. How do you use reading to get knowledge or to learn? Do you get knowledge from the material you read?
S5: For example, general knowledge.. about a country.
I: General knowledge, about a country. Good. It helps you get general knowledge. In addition, especially in reading lessons, how do you use reading?
S5: During English lessons?
I: What knowledge do you get? Or what do you understand during English lessons?
S5: In English lessons, I may get meaning of words.
I: Meaning of words?
S5: Yes, meaning of words.
I: That means knowledge of words.
S5: The other one is to speak the language.
I: To develop?
S5: Yes.
I: What about reading skill? Reading skill itself?
S5: Yes. It also helps me get reading skill.
I: It enables.
S5: Yes. It enables.
I: Good. Do you and your friends talk about reading?
S5: No. We don't talk.
I: don't you do any discussions?
S5: Yes. I think it is in terms of interest; most of my friends do not want to talk about learning.
I: Don't you talk even about homework and related issues? And about reading tests?
S5: During exams, perhaps, we may talk. If my friend reads, she shares me and if I read, I share to her; we discuss in this way.
I: Good. Of course, as you said though you do not discuss, how much do you discuss or talk about your reading?
S5: In minutes?
I: No. Do you talk in a week, or in a month, do you read with program, by planning?
S5: We discuss when we meet; it may be at least during exam week or in a month.
I: Very good. What are the advantages of discussing on what you read with your friends?
S5: If there is a topic we do not understand, we make it clear by discussion.
I: To make the idea clear. Very good. Perhaps, what disadvantages would this discussion have? When you discuss, while you have appointment to discuss, to study, what do you miss?
S5: Yes. May be wasting time.
I: Spending time, do you mean time may pass for another purpose when you meet to study?
S5: Yes.
I: Very good. I come to the last question. Do you think using reading strategies, being a motivated learner and having a good reading habit relate to your reading result?

S5: Yes. They relate. When we read, we get a lot of knowledge, reading speed, reading comprehension and others.
I: Yes. Does motivation help you for your result?
S5: Yes.
I: And again, having good reading habit, for example, reading for a long time, reading a lot of books or reading exercise book is reading habit. Do you think this help you get good result?
S5: Yes.
I: Ok. Good. At the end, let me give you a chance if you have something to say *which* I didn't ask you. Generally, what do you feel about reading?
S5: When I read, as you said, I enjoy. And time is necessary. And as there is no family pressure, it is very nice.
I: OK. Dear student. Thank you very much. I am very happy for staying with you and knowing about you and your reading.
S5: I am also very happy.
I: Thank you.

Appendix –D6: Student 6 Interview Translation

Interviewer. When I start from the first question, do you use reading strategies when you read texts?
Student 6: Yes. I use.
I: Very good. In order to help you understand a text, what type of reading strategies do you use?
S6: Ok. Most of the time, I use deep reading strategies such as skimming and I take short notes in such a way I can understand; and I ask people what I do not understand. For example, I ask teachers and try to understand.
I: If you do not understand a text, what do you do?
S6: Firstly, I read it repeatedly; I use different books; besides I increase my attention.
I: In relation to this, how do you know if you understand a text well?
S6: I believe that I understand a text if I answer questions that I have prepared from the text.
I: Questions prepared by yourselves?
S6: Yes. I prepare and ask myself. In addition, another person prepares questions and I answer them.
I: Very good. Do you like reading?
S6: Yes. I like reading.
I: Do you enjoy by reading different texts?
S6: I enjoy because I read. Most of the time, I read academic texts.
I: Do you read these texts by enjoying?
S6: Yes. I read the texts with enjoyment. Sometimes, I read fiction books.
I: In your leisure time?
S6: Yes. Sometimes.
I: Of course, I wanted to ask you if you read texts in your free time. So, you read sometimes.
S6: Yes. I read sometimes.
I: Ok. The other question is, what are the factors that motivate you to read?
S6: To get new knowledge, because I have curiosity to know new things. Besides, as I have an aim to reach, I read to achieve this goal.
I: Is you aim related to your education?

S6: Yes.
I: That[aim] motivates you more.
S6: Yes.
I: In relation to this idea, what about the things that make you not to read?
S6: Most of the time, social media is there. Of course, I am not that much. But social media like TV, playing with each other have effects assuming that we will study it tomorrow or another time. My friends also say that they will study during exam. This also influences their reading.
I: These reasons may be private or related to your home. What about other factors like the school and teachers?
S6: Of course, there are. Sometimes, when there are teachers whom we do not like, we do not want to read the subject. Because we hate the teacher, we also hate the subject. What pushes us to read is the teacher's feedback [positive].

I: Previously, you said that you like reading due to your goals. What about the love of reading if you lose hope in your goals?
S6:First, if we believe that we will achieve our goals, we do not lose hope. By the way, if someone loses hope, he/she is considered as dead. He/she does not want to do anything including learning. I do not want to lose hope. Why? I have a goal I want to achieve, and I prefer to strive for my goal.
I: Are you a motivated student?
S6: Yes.
I: Motivation means you are initiated when you read a text. Do you also believe that you are a good reader?
S6: Yes. I believe that I am a good reader.
I: Why?
S6: Because I achieve a lot of things through reading.
I: When you say a lot of things?
S6: For example, reading helps me know a lot of things which I do not know (for curiosity). In addition, when I read, my knowledge level develops. Thus, I like reading.
I: Very good. The other is in your secondary school, what types of texts do you mostly read; academic texts such as textbooks, exercise books and note books or nonacademic texts like magazines, newspapers and novels?
S6: Mostly, I read exercise books and short notes that I have written when the teacher writes or teaches. I read for 2 and half hours at a daily level. Sometimes, I read nonacademic texts like fiction.
I: Fiction?
S6: Yes.
I: Do you read fiction for entertainment?
S6: Yes; to make myself free.
I: How do you read one fiction, in a month, in a week or how?
S6: When I read for two and half hour, I divide it for different subjects – 40 minutes for each. I read 40 minutes and I read fictions with the breaks as I do not read for 2 hours continuously.
I: Eh
S6: As I do not read for two and half hours, I read 40 minutes and I take a break (read fiction). Then, I read again.
I: Do you read your exercise books or.
S6: I read my exercise books and the notes I take in class.

I: What type of texts do you like to read?
S6: Most of the time I like to read printed materials. For example, by going to the library, I read in my extra time. As library is mostly a silent area, and silence is my favorite, I like books found in a library.
I: Very good. What about the types of texts that you do not want to read?
S6: Yes. There are.
I: Because of what?
S6: For example, sometimes, contents that are odd, and the ones that are not in accordance with my age and education level, I do not like to read them.
I: You read based on your level?
S6: Yes. I read books which I should know. For example, I do not want to read about the world politics.
I: Very good. The other question, how do you use reading to get knowledge or to learn?
S6: Most of the time, I use reading to get knowledge. When I say to get knowledge it is to do home works that are given by my teachers. In addition, I use it to get knowledge and to understand it well.
I: To read any other subject.
S6: To read other subjects.
I: This means there is knowledge that you get from what you read.
S6: Yes. There is.
I: In relation to this how do you use reading during reading lessons?
S6: I learn in English period like any subject by reading; I use dictionary to understand ideas that I cannot understand. Besides, I use reading to develop my vocabulary, grammar, pronunciations and my reading speed.
I: Pronunciation?
S6: Yes.
I: How? Is it the grammars that the teacher teaches?
S6: Yes. The pronouns, grammars, in what speed he reads, and to increase my reading speed it helps me.
I: Ok. It is good. The other question, do you and your friends talk about reading? If so how often do you talk or discuss weekly three times a week etc.?
S6: Yes. We talk. We talk daily. As my friends and I come home together after school, we discuss
issues we learnt daily. We prepare academic questions and ask each other.
I: What do you discuss regarding reading?
S6: Most of the time, we discuss on the subjects we learn. We assign each subject to each student and prepare questions. Then, we ask each other.
I: And this experience is effective.
S6: Yes.
I: Very good. Do you also discuss about reading with your teacher?
S6: Yes. We discuss. When our teacher teaches, we answer questions and ask questions and we develop our reading skills.
I: What are the advantages of discussing with friends on what you read?
S6: It has a lot of advantages. For example, when we talk about what we will learn, we prepare well. As we know the topic of the next topic, we get ready on it. Then, in order to select a place for reading and to contribute ideas, and we ask what we do not understand…

I: Well. Do you think that this discussion has disadvantages?
S6: Yes. Sometimes it has disadvantages. For instance, we may not respect appointments.
I: You waste time.
S6: Yes. There is wasting time.
I: When I come to the last question, how do you thing using good reading strategies, being a motivated student and having a good reading habit are related to your reading result?
S6: They are highly related. Having good reading habit is nice. I Score good result because I have good reading habit. Similarly, if I have motivation, I develop my reading achievement. When there is a better reading habit, it can help me improve my reading/ result. Overall, having reading strategy motivates me.
I: Are you saying that using strategy helps you have motivation?
S6: Yes.
I: And having good reading habit,
S6: Having good reading habit also helps me improve my result.
I: Very well. If there is an idea that I did not ask you about your reading, you may ask me.
S6: Thank you very much. I have nothing to say.
I: That means I have asked you all ideas.
S6: Yes.
I: Thank you very much dear student. I am very happy for I stayed with you and knew about you and your reading.
S6: Me too.

Appendix- E: Teachers Interview Questions

Teachers' Interview Questions

Dear teacher, the purpose of this interview is to collect relevant information for a PhD thesis research which is conducted at Addis Ababa University. The research explores students' reading engagement in your English lessons. Your responses will certainly be used only for the research purpose. Or the confidentiality of the data you give will be secured. Your genuine response is very essential for the success of the research. So, you are kindly requested to give real information for the following questions.

Thank you in advance for your cooperation!

1. To how much extent are your students engaged in reading lessons? Do you think they frequently read academic and non -academic texts?
2. What kind of texts do you think your students usually read: academic texts or non-academic texts? How often do they read these texts? Do they have good reading habits?
3. Do your students read independently and actively during reading lessons? Do they participate on reading activities individually, in pairs and in groups?
4. Based on your observation, are your students motivated readers? For example, are they

confident and curious when they read texts? Do they enjoy by reading different texts?

5. Do you think the students use any kinds of reading strategies while reading? Do you teach your students some reading strategies like skimming, scanning and guessing explicitly?
6. Do the students discuss text books and other reading materials with their peers during reading classes? What about in other contexts? Overall, do they interact well during reading?
7. What reasons do you think make the students to be engaged or not in reading activities?
8. Why do you think your students often read: for grades, competition and recognitions, or for enjoyment (interest)?
9. How do you help your students to be engaged in reading texts? What techniques do you use?
10. Do you think engaged students will achieve better in reading tests or exams?

To sum up, do you have anything to say on your students' reading that I did not ask you?

Closing: Thank you very much for the time I had with you. I have enjoyed your interview.

APPENDIX- F: Teachers' Interview Transcription

Appendix –F1: Teacher 2 Interview Transcription

Interviewer: Thank you once again. Let's come to the first question. To how much extent are your students engaged in reading lessons?

Teacher1: From my teaching experience, I observed my students that they sometimes engage in reading activities. That happens simply based on the teacher's instruction, which means when I give them reading tasks in the classroom, they may try their best to engage in that reading session simply for the interest of the classroom condition. Otherwise, they are not as such that much interested to read the material outside the class or for their general knowledge. They simply focus on classroom purpose. Which means to get mark or if I enforce them to do or simply for the interest of my engagement. That implies they are not as such interested to engage in the reading. So, my generalization is they sometimes engage.

I: Ok. Of course you have stated already. Do you think they frequently read academic and nonacademic texts in general, both academic and non-academic texts?

T1: From my experience, I observe them to simply use the textbook for reading purpose; that means they focus on academic text. They are not interested to apply on non-academic texts.

I: Ok.Very good. Let me come to the next question. What kind of texts do you think your students usually read, academic texts or nonacademic texts?

T1: As I said earlier, they focus on academic texts because on one hand, they have no interest to read nonacademic texts because of the academic purpose. On the other hand, the textbook by itself is somehow difficult for them. We sometimes choose them a reading lesson from the text. They simply focus on that section so that their focus is on academic text.

I: Ok. Good. So, when they focus on academic texts, how often do they read these texts?

T1: They read these texts as I said earlier, sometimes that happens based on the teacher's instruction. That means if I order them to do so, they may try. Otherwise they are not this much interested to engage.

I: Ok. Good idea. Do they have good reading habits when you observe them?

T1: I can't say they have good reading habits. They have no reading habit generally I can say. This means when I observe them, they have no background reading experience. They are weak in vocabulary which means, they are poor in vocabulary. They don't know the meaning of even a simple word. For example, if you ask them like big, difficult or small, some of them are not able to tell you the meaning of the simple words. This implies they are in a difficulty of understanding the text because the language which is used in the text is difficult. Because of this they are not this much good at reading.

I: Good idea. The third one is do your students read independently and actively during reading lessons?

T1: They read the text with the help of the teacher and with the help of friends; they are unable to read independently. Mostly they read the txt being in triple, based on their sitting arrangement.They have a single text book for three students. They try to read that material for classroom purpose. During that time, one of the students may be the dominant, and the other may be the independent. They may hide themselves with the others. Even when I observe them, sometimes they move to their personal issue during the text assignment. This implies they are unable to read independently.

I: Yea. Very good. In relation to this, do they participate on reading activities individually, in pairs and in groups, generally?

T1: As I said in the first statement, expression, they mostly participate being in triples. That is used as a trend for our school. Simply they have a single text. They sit in triple, on a combined desk so that they will do it being in triple.

I: Good idea. Based on your observation, are your students motivated readers? For example, are they confident and curious or interested when they read texts?

T1: They are not motivated by the way. It may need further investigation what the reasons are, but from my simple observation, they have no language background, they have no good reading habit. Even they are not interested to read. They mostly prefer to silence keep [expect] the teacher's expression. If the teacher enforces them to do so, they seem as they are motivated, but practically, they are not working with motivation so that it is very difficult to say that they have motivation. What I can say here is they are demotivated what can I say. The term may not be appropriate. They are demotivated, but they are not good at reading.

I: Good. If you have any idea perhaps, do they enjoy by reading different texts? For example do they read during their leisure time?

T1: Oh. They don't have such kind of behavior; what, the only thing is based on the teacher's order. For example, sometimes I gave them reading homework to read the text as a home work, but, on the next day, they come up with the text book without reading the material. How do I know this, when I ask them, they are new for everything. This implies they are not interested to

read the material during their leisure time. The only time and place is the classroom with the effort of the teacher, with the order of the teacher. If the teacher orders them to do so, they may try. Otherwise, they are not interested to read the material during the leisure time or outside the classroom.

I: Yea, Very nice. Do you think the students use any kind of reading strategies such as scanning, skimming, predicting, questioning and the like [when they read texts]?

T1: Theoretically, we teach them to use different reading techniques. For example, skimming for general ideas, points, scanning for finding particular points may be date, name or bolded words and something like that , and we even teach them to guess the meaning of new words from context is used because it is clear that no one is clever enough to know all words in the text, but through guessing, through predicting, from contextual concept, it is possible to guess the meaning, but students are not able to use these strategies eventhouth we teach them. So, they are weak in applying these techniques, skimming, scanning, guessing and the like.

I: Good ideas. You have told me that you teach some reading strategies explicitly. Do you teach some strategies explicitly? Generally, do you have any technique of knowing whether the students use reading strategies or not?

T1: In fact, I try to know, which means when I give them material to read that can invite them to use these techniques like skimming, scanning and guessing , students are really unable to apply that one. For example, we teach them to look at the topic, the subtopic if there is and pictures if there are and words which are underlined, words which are italics, words which are bolded. These are techniques to apply for example, but students are unable to apply this one. This implies that they are not applying what you are teaching.

I: Well. The next question would be, do your students discuss text books and other reading materials with their peers during reading lessons or classes?

T1: Normally, they are always dependent on the teacher's work, which means if the teacher particularly selects a material from a text and gives them to do, they may sometimes try to participate. Otherwise, by themselves, they are not doing this task.

I: Yea. Do you discuss, by the way materials with them, with the students?

T1: We give them opportunity to express what feeling they have on certain materials, may be on the language used in the text, the way it is approached, and even the context or the content, whether it is familiar for them or not. They are unable to give any expression for share. We don't know whether they are out of knowledge or they have willingness to say. We don't know the case.

I: Ok. What about in other contexts or out of English language classes or reading classes? Do you have any experience about their discussion on the texts?

T1: In fact, I haven't observed their ideas out of English language contexts because my intention in the classroom always is to cover the lesson, so that I always give them tasks based on the language from English language text. Then, follow them for that content. I have no experience of observing out of the lesson.

I: Good. The next one, what reasons do you think make the students to be engaged or not in reading activities?

T1: In fact, this is impossible to give you clear cut expression, but from experience, from my assumption, I can say that one, they are poor in language context, which means they have weak

vocabulary knowledge. As you know, vocabulary is really a building block of material to understand a written text. The other they are mostly unfamiliar with the context used in the text. Most of the content in our text book are taken from another culture. For example, I can tell you some texts which are taken from some countries of Africa, Tanzania, Kenya it says. The other for example, Japanese. Simple text for example, it says, Japan's tea ceremony. It is out of students content. They don't know what does it mean. They are unfamiliar with this lesson. They are not interested to engage in reading. The other may be their background.

I: Eh

T1: For example, we have a number of students who come from rural areas, who didn't have any background experience of reading materials written in English, even the text book; there is a shortage of text books in rural areas. They have no access to get these materials written in English. This may be another factor. Another may be lack of motivation.

I: Good.

T1: As you can see, at every educational context, students are not interested to be engaged even learning because their seniors are becoming out of use. So, in formally they told us what is the purpose of learning if our seniors are not invited by the government or other employers. We are not happy to attend learning for longer period. They informally told us that. This implies they are not motivation. They have lack of motivation. And some other related one may be there. This is what I have.

I: Yea. What about teachers and the school itself for the students' reading engagement.

T1: Right you are. We teachers are not as such active in doing tasks for learners to be engaged in reading because mostly we teachers are enforced to offer the lesson. Even the principals and other political leaders always enforce us to cover the lesson with the expense of the content and some other related points. This can also be another factor.

I: Yea, for not engaging in reading in reading activities.

T1: Yea.

I: Ok. Thank you. The eighth question would be why do you think your students often read: for grades, competition and recognition or for enjoyment or interest?

T1: As I said earlier on my speech, our students are engaged in reading if they engage in reading simply for getting grade, for mark, for passing class. They have no other reason for reading.

I: Yea. Sometimes if they read out of the text for example, it may be for enjoyment or pleasure. So how do you evaluate the students' reading on just their habit of reading for pleasure?

T1: I am telling you simply based on my experience of the classroom.

I: Yea.

T1: I have no practical access to observe them weather they are reading for pleasure or for other contexts, but I am telling you from my experience of classroom.

I: Yea.

T1: So, when we give them task, even when we order or tell them this reading will have mark, they are their participation increases. But if we are not telling them for what purpose they are reading, they simply stay there. We are not exactly sure whether they are reading that material out of grade or not. We most probably predict they read the material for grade. This implies that they read the material for grade.

I: Very good. The other one would be how do you help your students to be engaged in reading texts?

T1: Mostly we try to advise them to be engaged in reading because it is through reading that they can fulfill not only English but also other subjects to be successful , students need to be engaged for other subjects. To do so, we invite them, tell them or advise them to be technical in reading because by definition reading is understanding. To understand, they should apply the way, the technique how a student can read the material and understand the concept. We tell them to focus on the topic, the subtopic and to look at pictures if there are because pictures are the other ways of telling what the content of text and we tell them to look at words which are written in bold, or way be underlined, may be in italics or may be look at some physical layout of the text. Because from those all points, the good readers can find out information easily.

I: Yea. Good. You tell them the technique how to be engaged or how to comprehend a text very well, and do you practice these texts [techniques] when you teach?

T1: We practice these techniques not always but sometimes. As I told you, our focus is to cover the lesson. The text has a huge content. The time is fixed. So, to be clever enough in covering the lesson, we tell them only sometimes.

I: Yea. Good. The last question is, do you think engaged students will achieve better in reading tests or exams than those who are not engaged?

T1: I think students who are engaged in reading exercise have a better chance to achieve their exam because students who are engaged in reading have a great access to know the meaning of new words; they have access to understand what is stated in the text. They have great access to be familiar with reading, and finally they can improve their reading habit because reading habit is not a day of task. It needs continuous practice because of that students who are engaged in reading have better chances to achieve their exams.

I: Very good. To sum up, do you have anything to say on your students' reading that I didn't ask you?

T1: As far as I understood, you have asked me all the necessary points which I know. So, I have not anything to say.

I: Ok. Thank you. Dear teacher, thank you very much for the time I had with you. I have enjoyed your interview very much.

T1: Ok. It doesn't matter. Thank you so much.

I: Good bye.

APPENDIX –F2: Teacher 2 Interview Translation

Interviewer: Thank you. Let me come to the first question; to how much extent are your students engaged in reading lessons?

Teacher 2: Ok…In reading activities, our students are weak. They don't have interest to read any reading materials. They don't have interest. Of course, I force them to do, to red texts, but they don't have interest.

I: Do you think they frequently read academic and nonacademic texts, perhaps?

T2: Of course, they read academic materials, but they don't want to understand it; or they don't know what does mean reading itself, ok; to what extent should they understand, they don't bother about that. They simply look it.

I: Good. This question is actually related to the previous one. What kind of texts do you think your students usually read: academic texts or non-academic texts?

T2: Of course, the reading material, based on the reading materials; the reading material that means if they know the story, the story is near about them, or it is familiar for them, they want to whether it is academic or nonacademic text, if the text is difficult for them, and it is longer text, they don't want to read.

I: Ok. Good. And how often do they read these texts? That means do they have good reading habits? Do they read any type of texts that they get and the like?

T2: Ok. Generally, they don't have reading habits, ok, but as much as possible, we try to develop their reading skill with in a number of difficulties.

I: Well. Do your students read independently and actively during reading lessons or reading activities?

T2: We can see this differently. There are few students; they do their jobs, their tasks independently, and some of them need support, assisting ok. I can see it like this.

I: Ok. You mean from the teacher or from their peers, from whom do they need support?

T2: Support, especially from the teacher and to some extent or from their peers.

I: Good. Do they participate in reading activities individually, in pairs and in groups?

T2: Yea. They prefer because they can discuss; they can discuss contextual meanings or like that.

I: Good. Based on your observation, are your students motivated readers; for example, are they confident and curious when they read texts?

T2: Ok. They are not. They are not well motivated. As a teacher, as a teacher of the language, I force my students ok my students to do tasks, but most of them even if a few students, they want to do by themselves, and much of them by force.

I: Aren't they eager to participate?

T2: Yes. They are not eager.

I: What about their willingness and voluntariness?

T2: Yes. To tell you frankly what I faced in my class, teaching reading is tiresome. They do not want to read. Read it again; read it individually; read silently; try to understand like that. You say again and again, but few minutes wasted because of this, ok; four or five. After that they can try to read.

I: Yea. Do they enjoy by reading different texts when you see their experience perhaps?

T2: Two or three students in a class, they can read. They have ability to read different texts, but most of them, they don't have reading habit.

I: What about during their leisure times? Do you know perhaps?

T2: Ok. As a teacher, I give them, I gave them to do tasks, ok to reading tasks in their homes. Even they come to in the class; they read it again ok. I try to give lessons, tasks to do that, but whether they do or not I will repeat in the class. Ok. So, based on them.

I: Ok. The next question would be, do you think the students use any kinds of reading strategies such as scanning, scanning and predicting?

T2: Ok. When I teach reading lessons, I try to do such reading activities. They try to scan; they try to skim; they try to give contextual meaning, ok; even at the beginning of their lesson, I try to give the definition of the topic, and also I try to select some few difficult words from the reading text, and first I teach them. Finally, I allow my students to read the text.
I: Ok. When you let them use reading strategies, did you get them somehow effective in using the strategies?
I: Yes.
I: When you test them and the like?
T2: Ok. Most of the time, they are weak to understand the text and to scan and skim, and few students 4 or 5 in class, they try to.
I: OK. You have told me that you teach. Do you teach your students some reading strategies such as skimming, scanning and guessing explicitly or clearly in the classroom?
T2: May be like that, but I do, ok they may not understand like that, but they do the task ok, the tasks.
I: Ok. Do the students discuss text books and other reading materials with their peers during reading lessons?
T2: Of course, they try to, but how much they are effective, this may be questionable, but they try to discuss everything.
I: Yea. When you give them to discuss some materials, how much effective are they?
T2: Their effectiveness is based on their understanding, based on the title of the text.
I: The other one, in relation to this, do you discuss materials with them?
T2: Materials, most of the time we use the text book.
I: The text book.
T2: Yes. The text book. So, in the text book, there are the reading materials with in a unit, 3 or 4 reading lessons; we do these texts.
I: Good. The other idea or question would be what reasons do you think make the students to be engaged or not in reading activities?
T2: Yes. The reasons I expect, ok, their backgrounds, their backgrounds. They are poor in their background. They don't have experience in reading. In lower grades, they don't have experience to read texts in class or outside with in the time bounded. They don't have such kind of experience. Based on this, the level of the text, if the text is near them, may be simplified ok, they want to read. And also their understanding, their level of understanding also.
I: Affects them.
T2: Yes, affects them to understand, to engage them in reading activities.
I: What about the teachers, the students' lack of motivation, the influence of the school and the like on the students' reading?
T2: Their motivation, they don't have experience. If they have experience, they are motivated; if they don't have experience, they are not motivated. So Their teachers are also very influential. Their approach, ok. How they teach. How we teach. At the beginning, the text, the reading text

needs, what, experience. Finally, second, we need to teach few key words and next, you need to allow your students to read, but their teachers also influential like their background.
I: What about the school and the students' parents on their students' reading engagement?
T2: Yes. The school may not be that much influential because they learn their textbook. Their text book was already prepared by the ministry of education. We use that text book. The school may not influence on the students' reading. Their parents, they most of the time, they don't have participation on students' skill, ok. Parents do not follow their children.
I: They do not attend them.
T2: Yes.
I: Ok. Good. Why do you think your students often read: for grades, competition and recognition or for enjoyment or interest?
T2: Most of the time, they read for grades and to gaining good results. They do not want to read for enjoyment. Most of the time, things are related with grade and passing mark.
I: Yea. What about, what if you give them newspapers, magazines, fiction and the like? Are they interested to read these materials?
T2: I didn't have any experience to bring fiction, to bring newspaper, or magazines for them in the classroom because we use the text book; we are expected to teach the text book and also to learn the text book. Of course, magazine, newspaper and fiction, they have their own value in their reading habit, but I don't have such experience.
I: Ok. Good. The other one, how do you help your students to be engaged in reading texts, to be active in the classroom, to participate, to be motivated, to use reading strategies and the like?
T2: Yes. I said before a minute. I try to motivate my students. Ok, by helping, by simplifying difficult words, by giving experience, like that as much as possible.
I: So, you use these techniques to motivate them.
T2: Yes.
I: Ok well. The last question, do you think engaged students will achieve better in reading tests or exams than those who are not engaged?
T2: Yes. I believed students who are better engaged in reading activities, they do in exams also, in their lives also, ok.
I: In their lives you mean?
T2: Students who are better reader can become what? a good achievers. As you know, we teach reading, especially for academic purpose to understand other subjects also, to help other subjects. So, students who can read in English textbooks, ok, they can read also what, mathematics, physics chemistry or biology. So, they become a good reader.
I: Yea. Good. To sum up, do you have anything to say on your students' reading that I didn't ask you? If you can say something general about the reading ability of your students?
T2: Yes. Generally, to teach reading, especially for me, it is tiresome.
I: Tiresome, yea.
T2: Yes, because students do not have the habit of reading, especially when they come from the lower grades, they don't have experience, even a text, especially reading for understanding, they

don’t have experience. Reading for pronunciation like orally, read one; read the next paragraph like that. They have experience like this, but in secondary school, students are expected, ok not to read loudly ok. To read silently to understand ok. The main purpose of reading is to make understanding, to create understanding. So, such things, they don’t have experience.

I: Thank you very much for the time I had with you.

T2: No problem.

APPENDIX-F3: Teacher 3 Interview Transcribtion

Interviewer: Ok. Let me start with the first question. To how much extent are your students engaged in reading
lessons?

Teacher 3: Actually, it is difficult to conclude without any research finding, but if you are asking me my personal observation, I don’t think that our students are frequently reading both academic and non-academic texts.

I: Yea. Good. Do you think they frequently read, academic and non-academic texts, of course, you have tried to explain.

T3: I don’t think so they are frequently reading such materials.

I: Ok. Good. The second one, what kind of texts do you think your students or grade 9 students usually read academic texts or nonacademic texts?

T3: Ok. Still I am doubtful whether my students are usually read any kind of text or not, but they are relatively exam oriented readers. Since academic texts are part of our class discussions, most of the students read academic texts than nonacademic ones.

I: Good. In relation to this, I ask you, how often do they read these texts? You have said they read mainly academic texts, but can we just know the frequency or the extent they read? Of course, you have stated this.

T3: Let me say something. Mostly, they read when they have home reading assignments, presentations, discussions and such activities.

I: Ok. Good.

T3: For test purposes also.

I: Yea. Do they have good reading habits? For example, do they read for enjoyment? Do they read any material they get and the like?

T3: I don’t think so. Of course, I am not talking about some individual students. Only few students may have their own effort in reading whereas the rest of my class students read only for grade purpose.

I: Ok. Let me take you to the third question; do your students read independently and actively during reading lessons?

T3: In my understanding, my students preferred to read in group than individually. Their inclination to read in group indicates that most of the students cannot read and understand in their own capacity. That is why they need support from other classmates to do even their individual activities.

I: Of course, in relation to this, I have a question, do they participate on reading activities individually, in pairs and in groups, in different modes of participation? Of course, you might have stated this before.

T3: Yes. Obviously, we know every student or all students don't have equal participation in doing their activities or reading assignments. So, most of the students are dependent on some clever classmates.

I: Good. The fourth question says, based on your observation are your students or grade 9 students motivated readers? For example, are they curious and confident readers when they read texts?

T3: Ok. Again, there are some individuals who have good motivation to read both academic and nonacademic texts. However, the average number of motivated readers is less than the expected. In my observation, I see many students who frustrate on reading rather than taking it as one of their enjoyable activities.

I: Very good. Of course, yea. Do they enjoy by reading different texts or do they read for leisure times and the like? If you have any additional idea.

T3: They don't take it as simple enjoyable activities. They rather they see it as a serious and hard activity. We are talking about the majority, not few individuals.

I: Well. The fifth question says, do think the students use any kinds of reading strategies while reading?

T3: I doubt on those students' reading in using different strategies because as I told you before, they are not good readers. So, those strategies rather work for experienced readers, not for these beginners, but as an academician, I taught them the advantage of those reading strategies to students, but the problem is always on the practice, not on the theoretical understanding.

I:In relation to what you have said, do you teach your students some strategies like skimming, scanning and guessing explicitly?

I: Well, do you teach your students some reading strategies like skimming, scanning and guessing explicitly? (Repeated)

T3: Yes. As a teacher, I taught those strategies and including their advantages to their reading, but still they are not effective on the practice. They can understand theoretical concepts, but they didn't practice them in their life.

I: Very nice the sixth one, do the students discuss reading texts with their peers during reading lessons? This is concerning the classroom. What about in other contexts or outside the classroom regarding their discussion on materials?

T3: Yea. Sometimes some brainstorming questions, I bring some questions to the class related to my daily lessons. After the discussion of the class some common students take their active role of reflecting their understanding about the topic while others keep silent when I try to ask them individually many students feel uncomfortable because of their language barrier or most of them have poor English, and other students remain silent because of their discussion problem with other clever students. So, due to the above reasons and other unmentioned situations, it is challenging to have interactive teaching learning process in the classroom.

I: Ok. Do you discuss on reading materials on the text book perhaps sometimes? If you have any experience, just short answer. Do you discuss the text book and other materials with them?

T3: Yea. We have some experience to discussing on such points, but still, they didn't do that.

I: Thank you. What reasons do you think make the students to be engaged or not in reading activities?

T3: In my view, there are many reasons which make the students to be engaged or not in reading activities. Among these, one is family background. We know there is a difference between educated and non-educated families. Of course, in some cases there are educated families who don't motivate their sons or daughters to read both academic and non-academic materials, but relatively students from educated family background will have good chance to read because of the availability of books and experience from their families. And the other factor is also teachers' reading culture also matters. We cannot separate, by the way, we cannot separate the teaching process with reading. Reading by itself is a means of learning.

I: Yea.

T3: So, we teachers should encourage students to improve their reading habit. At least, we should motivate them to come to the library once or twice a week. Thirdly, the school's reading environment also plays its own role. For example, having a clear and attractive library with a plenty of books, appreciation culture to the good reader students also and preparing a book fair with discount. These can help students to be more engaged in reading. And lastly, the community at large; the community, the value which the community gives to reading culture also matters the effectiveness of our teachers in the area of; I mean our students in the area of reading. So, lastly, the last but not the least, factor is also the personal character of, the personality character of each student also affects their reading habit. We can clearly understand. These days, there are electronics devices; everything is found under one pocket. What a student can do is just browse whatever they want. So, some students are busy in some fruitless activities from their electronic device but others also use them in advantage.

I: Good. The next question: why do you think your students often read, for grades, completion and recognition or for enjoyment or interest?

T3: Still I don't think they read for enjoyment; they read for grade because they believe that knowledge means having good grade. Their degree without interdisciplinary change is meaningless. So, we have to try out best in changing such wrong attitudes.

I: Yea. They simply plan to have a degree when they finish their education at the end.

T3: Yea. That is why they think.

I: Not the knowledge.

T3: Yea. No the inclusive knowledge.

I: Good. The other one, how do you help your students to be engaged in reading texts? What techniques do you use to do this?

T3: Personally, I try to help my students to be engaged in reading. For example, I bring the biography of some famous Ethiopian readers like Pawlos Gnogno and Hadis Alemayehu to the class for learning purpose so that the students will be motivated to read because of those high profile Ethiopian readers.. Say for example, Pawlos Gnogno, he was a grade four student, but he make himself very influential journalist, poetic and author man because of his good reading habit. This may have good experience for students to motivate them in their future and the same is true for Hdis Alemayehu. He was also a grade four student, but he was the author of influential books Fiqir Eskemeqabir and Yelim Zate.

I: Yea. This is a good technique. Simply, in addition to this, in the classroom encouraging them may be one factor, or one technique or just monitoring may be another technique. Can you have additional technique to add in the class while they are reading

T3: Yea. In my teaching activity, at least I tell them the advantage of reading. They must not be limited to the academic area because they should compete with the universe students because the instruction that we use to teach and learn is English. English is also an international medium of instruction. So, I try to teach them, I mean I try to share them my personal experience about reading.
I: Ok. The last question: do you think engaged students will achieve better in reading tests and exams than those who are not engaged?
T3: Definitely. I believe those engaged students will achieve more than those not engaged students because as I said before, reading is an activity of self-learning; by reading both curricular and extracurricular activities I mean materials, reading both curricular and extracurricular materials will help good reader students to be a good achiever.
I: Ok. Good. Dear teacher, if you have something to say on our interview, if you have any idea that I didn't ask you about your students' reading engagement?
T3: That is all I have about what I have, but to sum up, the problem of reading is not only the problem of grade 9 students. Rather it is our problem as an Ethiopia. Therefore, we all need to invest more in the area of reading culture, both individually and in groups. So, just grade 9 students are the evidence to speak now. Otherwise, we Ethiopians at a country level have not good reading habit. This is what I have.
I: OK. Thank you very much dear teacher for the time I had with you.

T3: You are welcome, and it is my pleasure. Thank you.

APPENDIX- F4: Teacher 4 Interview Transcription

Interviewer: To how much extent are your students engaged in reading lessons? Do you think they [frequently] read academic and nonacademic texts?
T4: Ok. Unfortunately, my students are not good readers. There is a very big difficulty to be engaged in the reading lessons. Their performance is not good. They read the reading texts for academic purposes only. If they are asked or forced to read something, they start to read. Otherwise, they are not encouraged to read for nonacademic purpose. Even for the academic purpose, their reading habit is poor.
I: Ok. Very good. Of course, the second one is related to this one. What kinds of texts do you think your students usually read, academic texts or nonacademic texts?
T4: My students engage in reading texts for academic purpose. I only use the reading, the text books to teach the students. Our textbook, it is very wide. It contains a lot of contents.
I: Yea.
T4: So, to cover it is very difficult. So, I only use the text books only for academic purposes.
I: Ok. Very good. You have told me that they are not frequent readers. Do they have good reading habits? For example, do they read for enjoyment any material that they get?
T4: I don't think so. They read only for academic purposes.
I: Ok. Good.

T4: And even they read for academic purposes, they need regular supervisions.
I: Ok. When I come to the third one, do your students read independently and actively during reading lessons?
T4: Some of the students or I can say a few students are good individual readers. Otherwise, most of the students try to understand about the text from their friends in pairs or in groups. You can get three or four students in one class.
I: Yea. Good idea. The fourth question, based on your observation, are your students motivated readers? For example, are they confident and curious when they read texts?
T4: As I said before, most of the students are not confident and curious. You can get two or three students from one class. So, I can say they are not motivated.
I: Yea. What about their eagerness, eagerness or willingness to read? Do they enjoy by reading different texts?
T4: If they get some interesting stories, some of them become eager to read.
I: Ok.
T4: Stories like animal stories or if what I understand from the texts, it is beyond their understanding. So, if they get simple texts, they can understand and become eager. Otherwise, if they become difficult, they are not eager.
I: Yea. Very good. The fifth question, do you think the students use any kinds of reading strategies while they are reading? Of course, [using] strategy is a mental activity. If you have any way of knowing that they use reading strategies.
T4: Based on the reading text purpose, sometimes, they are asked to skim, scan or guess the meaning or the words, the meaning of guessing, yea, based on the purpose sometimes, some of the students they use strategies.
I: Ok. Yea. In relation to this do you teach your students reading strategies like skimming, scanning and guessing explicitly?
T4: Yea. I told them to read quickly and get the main idea sometimes. Sometimes, I told them to pick the numbers or names, to get specific information based on the question that I prepare or that they get based on what they get from the text book. Indirectly, they learn those skills.
I: Good. The other question is do the students discuss text books and other materials with their peers during reading classes?
T4: Yea. They discuss; when I asked them to join in groups or pairs, they try to answer the questions.
I: Ok. Good. Of course, if you have any experience if they discuss in other contexts, outside the class about reading?
T4: I don't think.
I: Ok. Let me come to the next question. What reasons do you think make the students to be engaged or not in reading activities?
T4: I think their background knowledge, is not good, and also their vocabulary skill. It is not also good. They are not, or what I can say.
I: Language problem.

T4: Yea. There is a language problem. The text is beyond their…
I: Capacity.
T4: Capacity. So, I think the difficulty is the difficultness of the text book.
I: Of course. Perhaps, what about teachers, the school, their parents, peer pressure and the like? If these factors contribute in your knowledge, perhaps.
T4: Ok. Can you explain it again?
I: Yea. I mean, if teachers, schools, the students' parents, their peers can affect their reading engagement?
T4: Yea. Right. If the students come from educated family, or if they have good friends, good friend means for their academics, they will have good performance. So, there is a relation.
I: Ok. Good. The next one, why do you think your students often read, for grades, competition and recognitions or for enjoyment or interest?
T4: According to my opinion, most of the students read for grades. Sometimes, there is a competition with the high achiever students. Otherwise, most of the students read for grades.
I: Yea. They read for extrinsic purposes.
T4: Yea.
I: Ok. Nice. How do you help your students to be engaged in reading texts, if you use any techniques to help them to be active to read in the classroom and the like?
T4: Ok. While they are reading the text, I go round, and I try to help and encourage them if there is any difficulty to understand, I ask them to ask their teacher. I try to encourage the students.
I: Good idea. The other one, do you think engaged students will achieve better in reading tests or exams than those who are not engaged?
T4: Yea. Engaged students, they have good performance in their classroom activities and in their exams. So, good readers achieve in their tests, in their exams.
I: Exams.
T4: Yea.
I: Yea. In your experience, good readers or engaged readers are good achievers.
T4: Yea.
I: Ok. Good. To sum up, do you have anything to say on your students' reading that I did not ask you? If you say something that worries you or that motivates you about the students' reading ability, in your experience?
T4: Ok. That is good. I have been teaching for around 20 years. From my experience, the performance of students becomes, decrease from year to year it becomes decrease. So, what is the reason? It needs research.
I: Yea.
T4: When I compare last year students from that of this year's students, their achievement is very different. The text book becomes very difficult. In this textbook, we have started to teach ten year, 2004 in Ethiopian calendar. In that times, the students had good performance, but now there is a gap between the textbook and the students. So, what is the reason? It needs a study.
I: Yea. It is good. It needs, it could be a policy, a feed back for a policy, policy makers.
T4: What is the reason the achievement becomes low and low ?
I: From year to year.

T4: Yea.

I: Good experience. Thank you very much dear teacher.

T4: No matter.

APPENDIX F5: Teacher 5 Interview Transcription

Interviewer: To how much extent are your students engaged in reading lessons? Do you think they frequently read academic and nonacademic texts.

T5: I my experience it is different from year to year in some years, very few students read academic as well as non-academic texts, but usually at the present, since the students are engaged in different activities, they lack engaging in reading lessons. Simply they spend their time without reading playing as well as in social media.

I: What could be the reason?

T5: The reason as I told you, may be the students simply instead of reading in the library as well as reading their text book in the classroom , they engage in usually they focus on, absorbed in social media like Tik Tok as well as face book. That is the reason. We can look at the situation in our region. OK. There is no peace; there is no work opportunity in the Ethiopian context; students usually relate their reading as well as their learning reading habits to get jobs. So at this time you know the youngsters become hopeless.

I: Very good. What kind of texts do you think your students usually read? Academic or non-academic texts?

T5: Usually, they read academic texts; even clever or outstanding students are simply limited to academic texts; they do not read nonacademic texts.

I: So, related to this, I am asking you how often do they read text? or do they have good reading habits, in relation to what you said?

T5: Only very few students have good reading habits. They read in the library. They read at home; even they read in the classroom but many even if you give them activities, they do not read. They simply they play; switch to other activities.

I: Very good. The third question, do your students read independently and actively during reading lessons and do they participate on reading activities individually, in pairs and in groups?

T5: Based on their reading purpose as well as the type of the text they are reading, ok. Sometimes some texts especially dialogues, they read it in pairs, but usually they read individually.

I: Yea. As you said, it is depending on the type of activities.

T5: Activities.

I: Ok. Based on your observation, are your students motivated students or readers? For example are they confident ad curious when they read texts?

T5: You get very few curious readers as well as good readers in some years, but many years, students lack motivation. They do not like to read. So they are not motivated readers.

I: For example, do they participate on reading activities, that means are they volunteer when you order them to read?

T5 when you order them, they try to answer, but if you do not force them to do reading activities they are reluctant many times.

I: That means they don't enjoy reading different texts.

T5: They don't enjoy reading different materials.

I: Very good. The other one, do you think the students use any kind of reading strategies while

reading?

T5: Yes. They use different strategies. You know, sometimes they read independently; sometimes, they read in groups; they use different strategies, but still as I told you it is based on the text they are reading in the classroom we simply help them to practice, or to develop their skills and to apply it when they are studying other subjects.

I: By the way, how do you check if they use different strategies?

T5: I ask them questions.

I: Of course.

T5: I ask them questions, and prepare oral questions as well as written questions. There are also prepared questions already in the text book. So we use these techniques.

I: Very good. Do you teach your students reading strategies like guessing, skimming, scanning explicitly in the classroom?

T5: We teach them. Explicitly, maybe we don't say this is skimming, this is scanning, but we simply prepare activities or design activities that can help them too skim as well as to scan the details.

I: Good. Do the students discuss text books and other materials with their peers during reading classes?

T5: They discuss. Sometimes, they discuss, but as I told you it is based on the activity that is already prepared in the text book, and you know, sometimes the text may be difficult. In that context, in such situations, they keep silent but when they keep silent, I give them again additional activities. So, in that context, I try to help them discuss materials in their groups as well as in pairs.

I: This is related to what I am going to ask you. What about in other contexts perhaps if you have experience about their discussion out of the class or just with you and the like?

T5: Out of the classroom, some students read in the school library and sometimes they also, the school is fulfilled with different types of books. It is an old school, but they don't have authenticated, books academic texts as well as fiction, nonfiction and also academic materials and other entertaining reading materials, but only a few students read in the library. Many, many are no interested to read.

I: Very good. The other one, what reasons do you think make the students to be engaged or not in reading activities in the classroom or outside the classroom?

T5: In the classroom, as I told you the reason that help them to engage the students in reading in the classroom is simply when you give them activities, or when exams are approaching, again to get results, but outside the classroom, especially in these days, in the past few years, students were engaged in social media, you know social medias.

I: Yea. What about the school, perhaps the teachers and other issues, do these issues affect the students reading engagement?

T5: A very wide issue when it comes to the teachers. Many teachers lack to understand how to teach English, how to teach students reading; they lack the knowledge how to bring students to be motivated in their reading. You know, we have so many problems in the teachers parts as well as from the school.

I: Thank you. Why do you think your students often read for grades, competition and recognition or for enjoyment or interest?

T5: Emm. For grades. Mainly our students read for better grades, to achieve good results in their exams in different subjects.

I: So.

T5: So, I don't think they read for competition as well as for recognition. Simply they read for grades.
I: Of course, grades, recognitions and competitions are under extrinsic type of motivation.
T5: Extrinsic reasons.
I: But as you told me, the students do not read for interest and enjoyment.
T5: They don't read for enjoyment. Very few students read for enjoyment.
I: Ok. When I come to the next question, how do you help your students to be engaged in reading texts? What techniques do you use to do so?
T5: Usually in my experience, I told you that I prepare questions that motivate them to be engaged in reading, oral as well as written questions. I prepare such types of questions I will ask them, and I will also help them to predict what they are going to read, to understand the important information there. Then usually I prepare oral as well as written questions.
I: What about rewards and other techniques?
T5: I use rewards, of course. Sometimes, I give them to share their ideas. I give them time to share their ideas, to answer the whole class. Then, I will also ask other students to comment on what other students say; I will summarize them again. Anyway, I motivate them when they give the right answers.
I: Very good. The last question, do you think engaged students will achieve better in reading tests or exams than those who are not engaged?
T5: There is no question. If they are engaged in reading, they will achieve better, but the problem is, especially in our experiences, you know teachers are forced not to give to students failing marks. Ok. You have to give them marks and then they have to pass without completing the level they are learning. So, this you know in my opinion this makes them achieve less instead of achieving better. So, there should be improvements in our learning habits, in our teaching habits, in the country in general ok.
I: You mean outcome is simply focused rather than the process.
T5: Yea. The process should be improved how to teach the students, how to promote the students to the next grades should be evaluated.
I: So, if they are engaged, they will achieve better results.
T5: Yes.
I: Ok. To sum up, do you have anything to say on your students' reading that I did not ask?
T5: I have nothing to add.
I: Thank you very much for your cooperation, dear teacher.
T5: Thank you.

APPENDIX-G: Classroom Observation Transcription

Appendix –G1: Teacher 1 classroom Observation Transcription

Classroom Observation- Transcription

Teacher 1- Session 1, April 05

B8.5 Reading: When I won the lottery- Page 148

Teacher entered class, and said Good afternoon students.
Ss: Good afternoon teacher.

T1: Good. Today we will read a passage. He wrote the title of the reading text and the page number on the blackboard. Then, he said, the passage has its own title. This is, when I won the lottery. When you read a passage, the first thing is trying to associate ourselves with the title of the passage. If the title is familiar or new for us, it will be easier for us to understand the passage, otherwise if the title is something unfamiliar to us, it will be difficult for us to understand. So, in the passage, when I won a lottery, there is a new word **won**. Who can tell us what does the word mean. This word is the past form of the what?

Ss: Win.

T1: Win. Win by definition means, win by definition means, win means gaining something. Win means, we can say gain, or in Amharic, ማሸነፍ ፣ ማግኘት ነው፤ አይደለም እንዴ? When I won a lottery, ሎተሪ ሳሸንፍ እያልን ነው እምናወራው። Let us assume one situation. If you won the lottery, what will you do with the money? For example, if you won a minimum of 1 million birr lottery, what will you do with the money? ለምሳሌ 1 ሚሊዮን ብር ሎተሪ ብታሸንፉ ምን ትሰሩበታላችሁ?

S1: Speaks.

T1: እስኪ ንገሪኝ።

S1: መኪና እገዛበታለሁ።

T1: መኪና እገዛበታለሁ። ሌላስ?

S2: ልብስ እገዛበታለሁ። Other few students also showed interest to answer; they talk to each other.

S 3: ቤት እገዛበታለሁ።

T1: There are a number of alternatives to buy with the money. So, from the title, what else it tells about? The passage tells something about (probed)…እስቲ እናንበውና ምን እንደሚነገረን እንረዳለን ማለት ነው:: You can see the passage. The passage doesn't have any direction. There is no italics word. There is no bold expression. There is no reference even in the question. Everything is stated with no reference. So that, the only chance we have is to read the passage with the question first. Then, once again, we will have a revision type of reading to find out the possible answer for each question.

Because of that, now let me invite you to read the whole passage including the question. I give you ten minutes for initial አስር ደቂቃ እሰጣችኋለሁ። አንቡትና ያው እንዳያችሁት የተሰመረበት ቃል የለውም፣ ቦልድ የሆነ የለውም፤ ሪፈረንስ የለውም፣ምንም ነገር የለውም። የዚህ አይነት ፓሴጅ ሲያጋጥም የምናደርገው፣ መጀመሪያ ጊዜ ወስደን ሙሉውን ማንበብ፣ሃሳቡን፤ ከዛ በኋላ በሁለተኛው ዙር ነው ጥያቄዎችን ለመመለስ የምንሞክረው ማለት ነው።

እስቲ አስር ደቂቃ ሰጥቻችኋለሁ፤አንብቡና ከዛ ጥያቄዎቹን እዩዋቸው።Then, the teacher immediately started to observe and supervise the students.

Ss: They started reading. Few others opened their books just now. Most of them tried to read independently. A few students asked their friends about the task.

T1: ግራ እንዳትጋቡ ስታነቡ እያንዳንዱን ቃል ማወቅ አይጠበቅባችሁም፤ ጥቅል ሃሳቡ ምንድነው የሚለውን

ስለሆነ:: Read for understanding the main idea; no need of focusing on the meaning of particular words.

At this stage, most of the students gathered to read in pairs or thrice. They also asked each other about the activity. There were few students who seemed to be confused and kept silent.

T1: While the students were reading, the teacher wrote a question on the board. Thank you very much. The time is over for the first phase of reading. Everybody stop reading. Get ready for participation. The general concept, what the passage is telling us? What do you understand?
Ss: No student raised hand.
T1:እስኪ ከምንባቡ ምን ተረዳችሁ? ምንባቡ ስለምንድነው እሚያወራው እስኪ የተለየ ሃሳብ፤
Ss: A few students raised their hands to answer.
T1: Yea. He invited a girl.
S1: ሰዎች ሎተሪ ሲያገኙ ምን እንደሚያደርጉ፤
T1: Ok. Good. Whenever someone wins a lottery, what is he going to do with the money? ሎተሪ ካገኘ በኋላ ምን ማድረግ እንደፈለገ፣ገንዘቡን እንዴት እንደሚጠቀምበት ነው አደል እሚያወራው? Very good. Now let us go to the first question which orders to find out particular answer for each question. The first question says what was the writer's reaction when he heard he won the lottery? From this sentence or question, there is one clue word. That clue word is what? Hearing (pointing on the black board). The clue word we are saying, the word which is written in bold in the passage or in the question section is said to be clue or information programming. The italicized word, hearing or hear in the passage, may be the present form, hear. They have the same concern. Focusing on different meaning. Hearing is part of speech.
The meaning is the same. By referring to this clue word hearing, we can find out the possible answer for this question. Look once again. 'What was the writer's reaction when he heard he won the lottery?' ሎተሪ ማሸነፉን ሲሰማ ምን ነበር የተሰማው ምን ተሰማው? ምን አለ ነው አደል እሚለው ጥያቄው ? Under which paragraph can we get the clue word? Who can quickly tell us under which paragraph and under which line can we get this technical word? እስኪ ይህንን..hear, hearing ወይም heard የሚል ቃል የትናው ፓራግራፍ ላይ እንደሚገኝ.
Ss: A student replied, and the teacher said paragraph…
S2: Paragraph 2, line 1.
T1: Paragraph 2, line?
S2: One (1).
T1: One (1). Very good. Paragraph 2 line 1.This implies that we are approaching to get the answer. Read that section once again, and then tell us the writer's feeling while he heard that he won the lottery? እስኪ ሎተሪውን ባሸነፈበት ሰአት የተሰማውን ስሜት ንገሩኝ; simetun yegeletsebet menged,ፓራግራፍ 2 ላይን 1 አንብቡና እንዲያው ምን አይነት ስሜት ተሰማው?
Ss: Read the passage to get the answer.
T1፡ Paragraph 2, the first line says, at first, when I heard of I won the national lottery, I was…eee.
Ss: I was speechless (together).
T1: Yes. Speechless. Very good. Speechless means he was happy or sad? Speechless kale behuala …… I couldn't believe my being hot. ነው አደለም ፤ ስሰማ ሞናገር አልቻልኩም ፤በጣም ደስ ብሎኝ ነበር ለማለት ነው:: The answer is, I was speechless means he was happy or sad?
Ss: Happy.
T1: He was happy (wrote answer on the board). He was happy when he heard of he won the lottery….That is the possible answer for question number 1.
Let me pass to the next question, question number two. By chance question number 2 is canceled. It is longer. Move to question number three. Question number three (3) says,
Ss: What did the reporter wants to know?

Ss: Relatively some students spoke/ responded.
T1: He wrote the question on the board.
Ss: A few students were writing from the board.
T1: Still we have a clue word. The clue word is, which one? As I told you earlier, the clue word is a word that exists both in the question and in the passage. ክሉ ወርድ የምንለው ምንባቡም ዉስጥ ጥያቄውም ውስጥ ያለ ዋናው ቃል ማለታችን ነው።ያንን ካላወቅን, Which one do you think is clue word. Question: *What did the reporters want to know*? The clue word is what?
Ss: Reporter. ሪፖርተር ወይም ዘጋቢ
T1: Reporter. ሪፖርተር ወይም ዘጋቢ የሚለውን ማወቅ አለብን። Riporteru ማወቅ የፈለገው ምንድን ነው:: Until we get the word '*reporter*', we should read the text the as soon as possible. እስከምናገኘው ድረስ እናነባለን eza akababi ..እስኪ ቶሎቶሎ ፈልጋችሁ ፓራገራፍ ስንት እንደሆነ
Ss: Responded together (not audible). He invited again?
Ss: Paragraph 2 line 3.
T1: Very good. Paragraph 2, line …3. There is the word reporter. እዛች .. ያችን የምትፈለገዋን ነገር...
T1: Accepted answers from students and wrote on the board… Thank you very much. From this, we can understand that while you are doing such kind of comprehension question the first thing is trying to find out the central point of the question…the issue is .. clue word or expression. Let us move to the next one, number[4]…
Ss: 4 (in chorus).
It is difficult for you because is too general.. Let me invite you to question number 5. Why did the writer's family think it is waste of time ? ምንድነው እዚህጋ የጠየቀው የጸሃፊው ቤተሰቦች..እምሰለጥነው ሲላቸው ይሄማ ጊዜ ማጥፋት ነው ብለው ነው .. Which expression do you think is the clue expression or technical saying, which one is it?
Ss: Murmured **e**ach other. There is relatively better participation orally. Then they responded, **'**waste of time.'
T1: Waste of time very good. The technical expression is waste of time. Read still the reading passage as quickly as possible until you get the expression waste of time. Then, predict that the word is around that. እስኪ waste of time የሚለውን ኤክስፐረሽን... wesdachihu anbibut.
Ss: They are reading; discussing on the answer.
Ss: Replied differently (in chorus).
T1: Paragraph…
S: Paragraph 2.
T1: Very good. Paragraph 2 lines…E waste of time?
Ss: 4, 5, 6 etc. Attempted differently.
T1: Paragraph 2.. Waste of time. Ok. Let me give you direction to save time. From the bottom.. and upward. Then you can get the second line. Read that section, and then tell us why they said like this.
S: Answered. Because they want the money…
T1: Very good, because they want the money. On the other hand, his intention was to put the money in the bank, but their intension was to get the money in for buying different house. The conflict among the family because of that they didn't accept his program to go going to America. አሜሪካ ሄጄ ዶከተር ሆኜ እመለሳለሁ የሚለውን ነገር አልወደዱትም፤ ምክንያቱም ገንዘቡን ለራሳቸው ሊጠቀሙበት ስለፈለጉ ነው ። Very good.

T1: The next number, number 6? What has the writer finally decided to use the money for? መጨረሻ ላይ ሰውዬው ገንዘቡን ምን ሊጠቀምበት ነው የወሰነው? እስቲ ብሩን ተውት Under which paragraph.. which one do you think is the ..
Ss: They whisper and see each other.
T1: Under which paragraph and which line can we get this word?
S: Paragraph.
T1: Very good. Paragraph *3*. Read that section and tell us why what he finally decided? It says for example, ይላል አደል? Paragraph 3 ሲጀምር .. እስኪ ዳግም
S: Give some money to family.
T1: To give some money to my family one, the other, putting the rest money in the bank, giving some money to the charity. Interesting, the rest money in the bank. Still you have one.
Ss: Giving some money to the charity.
T1: Giving some money to the charity very good. 24; 12 Possible answers to give some money for charity, the remaining money
T1: ጥያቄው ምንድነው የሚለው ደስተኛ ለመሆን ምንድነው የሚያስፈልገው? ፓራገራፉን ነገራችሁ፤ ላይኑን ነገራችሁ ከዛ…ንገሩኝ። He inspected the students; and students raised their hands.
S: Paragraph 3 line 3.
T1: Paragraph 3 line 3. Very good, What it says?
S: Having good friends, good health
T1: Having good friends, having good health and having good family are the source of happiness. This implies having money is not source of happiness. ይህ የሚያሳየው ምንድነው ገንዘብ ማግኘት የደስታ ምንጭ ነው? ነው አደለም?
Ss: ነው::
T1: ይሄ ገለጻ እሱን አያሳይም፤ገንዘብ ማግኘት የደስታ ምንጭ መሆኑን አያሳይም። የደስታ ምንጭ ቤተሰብ፤ ገደኛና ጤንነት መሆኑን ያሳያል። Now let me invite you እስኪ ከዚህ ምንባብ ምን ተማራችሁ? He observed the students. ገንዘብ የደስታ ምንጭ ይሆናል እንዴ?
Ss፡ አይደለም።
T1: Money is not the source of happiness because the writer has justified that the source of happiness are having families, friends and good health. This implies money is not the source of happiness… This is what we have for today. Thank you very much for your participation. This is the end of the lesson.

Teacher 1-Session 2

Classroom Observation

Title: What is a Newspaper?

Teacher joined the class and wrote the topic of the text on the board.
He knocked at a chair to make the students silent. He said, I want you to refer the book on page181 and 182. There is a passage entitled, What is a newspaper? Page 181 and 182, Ok. Have you got, page181? Have you got the topic of the passage? Ok. What is a newspaper? Who can tell us what does a newspaper mean? What do you understand from the topic and the picture given in the text? There is a picture on page 181Guess about the topic. You can see the picture and guess what the picture means. Ok. Who can tell us what does a newspaper mean?

Ss: Two or three students raised their hands.
T1: From experience, we know that pictures are real indicators of what the passage is really telling us. So, by referring the pictures given, who can tell us what does newspapers means? Ok. (Invited a student raising her hand)
S: ባማርኛ?
T1: Tell us whether in English or in Amharic. If you can, in English, if not in Amharic.
S: ጋዜጣ::
T1: Ok. አዲስ ጋዜጣ፤ Ok. That is your prediction.
S: የሃገራችንና ሌሎች..ሶፍት ዌር ነገሮች የሚገለጹበት ጋዜጣ፤
T1: Ok. አዲስ ጋዜጣ፤ Look at the picture and guess what a newspaper means. He went around the students, and observed them.
Ss: Tried to have a look at the pictures for a couple of minutes.
T1: He said, "who can tell us? You can tell us ? From the picture, what people are doing. What are they doing from the picture? Can you tell us? እስቲ ምን እየሰሩ ነው? ጋዜጣ እያነበቡ ናቸው አደለም?
Ss: አዉ።።
T1: በጣም ጥሩ።። Newspaper means ጋዜጣ ነው አደል?
Ss: አዉ።።
T1: Have you ever read a newspaper so far? ጋዜጣ አንብባችሁ ታውቃላችሁ?
Ss: Yes.
T1: Ok. Have you read a newspaper (pointing to a student)?
S: Yes.
T1: Can you tell us which type of newspaper have you read?
S: .. Not audible.
T1: Ok. Where did you read? የት ነው ያነበብከው?
S፡ ሌላ አገር ነው፤
T1: ሌላ አገር ነው ማለት ነው፤ Ok. From experience, how many types of newspapers do you know? ምን አይነት ምን አይነት ጋዜጦችን ታውቃላችሁ? እስቲ እምታውቁት ምን አይነት ምን አይነት ምን አይነት ጋዜጦችን ነው?
S: አዲስ ዘመን ጋዜጣ::
T1: እሺ፤ አዲስ ዘመን ጋዜጣ ፤ ሌላ…
S: በኩር ጋዜጣ
T1: Ok. በኩር ጋዜጣ፤ Thank you. ሌላስ ? …. ከ. Since we don't have an access to get a newspaper, tell us, examples of newspaper. Normally, there are different types of newspaper. For example, Addis Zemen in Amharic, The Ethiopian Herald in English, Capital, a private newspaper, Addis Admas, still a private newspaper. From the picture and from the title, what information are you expecting from the reading passage? እስቲ አሁን ካወራነው ከፒክቸሩ ከምንባቡ አይታችሁ፣ ምንባቡ ምን ይጠቁማል፣ ምን ሊነግራችሁ ይችላል? On the next page, there is a passage, page 182. እስቲ ገጽ 182…There is a short passage. The passage has two paragraphs. My question is that from the topic we have discussed and from the picture we have observed, what information are you expecting from the reading passage? እስቲ ፒክቱሩን ርእሱን አገናዝባችሁ ምን አይነት መረጃ እንደሚሰጣችሁ እንደሚችል ምንባቡ ስለምን ይሆናል? Ok. Frehiwot.

S: የሚታተም ስለህይወት ታሪክ የሚያወሩ

T1: Ok. ስለህይወት ታሪክ የሚያወሩ ሊሆኑ ይችላሉ። Very good.

S: ጋዜጣዎች

T1: OK. ጋዜጣ ለምን አላማ ሊዘጋጅ እንደሚችሉ፤ እስቲ እዛጋ ምንድነው..ሰዎች ጋዜጣ ሲያነቡ ስእሉ ያሳየናል ። ስለዚህ.. Ok. Thank you.

S: ስለህይወታቸው ያሳየናል...ጋዜጣ ስለህይዎት ታሪክ

T1: ስለ ህይወት ታሪክ ሊያስተምር ይችላል። It is good prediction. As you can see, the passage is short with two paragraphs. Unfortunately, as we can see, the passage doesn't have any direction; which means, no word written in bold, no word written in italics, no word written in underlined word. If you are reading such kind of passage, the way how we are going to do is, reading the whole passage and then finding out the general concept. After that, we can do the exercises.. which means ምንም አቅጣጫ የለውም ፤ እምታረጉት ምንድነው ምንባቡን ታነቡና ከዛ ጥያቄዎቹን አንድ ባንድ መልመጃዎቹን እንሰራለን። አምስት ደቂቃ ሰጥቻችኋለሁ፤ እስኪ ምንባቧን አንበቧት በቀላሉ::

Ss: Started reading, mainly in the form of pair and group discussion. Some students asked each other about the task. The teacher went round and supervised, helped the students in clarifying the instruction.

T1: Wrote some key points like new words on the board (helpful for later discussion).Ok. The time is over, please. Stop reading. 5 minutes is over. Stop reading please, everybody. Stop reading. Knocked at the desk with chalk. 5 ደቂቃ ነው የሰጠሁት፤ ባጋጣሚ ጨርሳችኋል አይደል? In the reading passage, if you come across some key answer words which may be difficult to understand, so that let us have discussion. Who can tell us .. You can relate this lesson from the topic of unit 6. The topic of unit 6 says, Media, and I want to tell you what does a reporter mean. ሪፖርተር ምንድነው? እዛ ስናወራ ነበር አደለም ?…እስኪ ..ሞክሩ፤ እስኪ እሚሞክር. ሪፖርተር ምንድነው? He invited students, pointing towards them.

S: ዜና ዘጋቢ

T1፡ ዜና ዘጋቢ Ok. Do you have another?

S: ሪፖርተር ዘጋቢ፣ ኤዲተር አራሚ፤

T1: Ok. ሪፖርተር ዘጋቢ፣ እዲተር አራሚ ፤ Good prediction. Anyone, who can add anymore?

S: Raised his hand.

T1: Ok. Dagim

S: ሪፖርተር እሚሰራው መረጃዎችን ከምንጫቸው እሚያመጠው፣እሚያቀርበው ነው፤ ኤዲተር መርጃዎችን አቀናብሮ ለፕሮግራሙ የሚየቀርብ ነው።

T1: Ok. ሰብሰብ ስናረገው ሪፖርተር መረጃወችን ካሉበት ቦታ እሚሰበስብ ሲሆን፣ ኤዲተር ደግሞ የቀረቡለትን መረጃዎች የትኛው ይቅረብ የትኛው አይቅረብ አገናዝቦ አርሞ ለዝግጅቶቹ እሚያቀርበው ባለሞያ ነው ማለት ነው፤ አደል?

Ss: ነው።

T1: በጣም ጥሩ፤ So, we can say a reporter is (by writing on the board) a journalist who collects news; editor means the one who chooses the collected news. ሪፖርተር ስንል መረጃውን ካለበት ከምንጩ ሰብስቦ እሚያመጣውን ሲሆን ኤዲተር ደሞ የተሰበሰበው ዳታ እንዲሁ ስለማይቀርብ ምን ያረጋል? ያርማል ማለት ነው። ስለዚህ ባማርኛ ኤዲተር አራሚ ማለት ይቻላል ። ኤዲተር ሳይሆን ከምንጩ

ያለውን መረጃ እሚ ያቀርበው ሪፖርተር ነው። How magazine and newspaper are pronounced? Normally, you may be confused with the pronunciation of magazine; it is confusing word. Some says magazine (መጋዘን). That, How can we pronounce this word መጋዚን ። Who can tell us what does magazine means from experience?. We have said that newspaper ጋዜጣ ነው ብለናል አይደል? ስለዚህ መጋዚን ምን ሊሆን ይችላል? እስኪ ገምቱ ከጋዜጣ ጋር እሚሄድ፤ ጋዜጣ አለ። ሌላ ምን አለ?

S: መጽሄት፤

T1: መጽሄት፤ Very good. ሌላ ምን ታውቃላችሁ? ….ሰዎች እሚያነቡት

S: በራሪ ወረቀት፤

T1: በራሪ ወረቀት፤ Very good. በራሪ ወረቀት። ሊፍሌት የሚባሉት ማለት ነው በራሪ ወረቀት። Now, let us move to the question section. There are questions in the text. The first question says, *how many different types of newspaper are there*? They are asked here to list out the kind of newspapers we have in the reading passage. Who can tell us? The type of or kind of newspapers which are listed in the reading passage. እስኪ ምንባቡ ውስጥ የተጠቀሱት የኒውስፔፐር ወይም የምንባብ አይነቶች ምንድናቸው? እስቲ ንገሩን።

Ss: Only few students raised their hand.

T1: .. Ok. From the right side. Who can tell us? እስቲ፣ ስንት አይነት የጋዜጣ አይነቶች እንዳሉ አይተናል አደል; who can tell us? He asked a girl to answer.

S: Secondary.

T1: Secondary. Where do you get? Whenever you tell us the possible answer, you should have a reference from the reading passage. Which line, which paragraph and which expression. Who can try?

S: Raised her hand.

T1: Ok. Zena Senbet. Thank you.

S: Daily, weekly, Sunday…

T1: Ok. Very good. Paragraph?

Ss: One.

T1: Paragraph one says, There are many types of newspapers. They are

Ss: Daily, weekly, Sunday, local and national.

T1: National. Very good. From experience daily ማለት ምን ማለት ነው?

Ss: እለታዊ፤

T1: እለታዊ ነው አደል? Who can tell us from experience, the news printed daily? በየቀኑ እሚታተም ጋዜጣ ምንድነው?

Ss: Few raised their hands.

T1: የግድ አደለም፤ Ok weekly. እሺ፤ በየሳምንቱ የሚታተም?

S: በኩር ጋዜጣ።

T1: በኩር ጋዜጣ ሰኞሰኞ ይታተማል አደለም? ሌላስ? Ok. That is enough. ይበቃል፤ አደለም? From experience, we can understand that Addis Zemen Gazeta in Amharic is printed daily. በየቀኑ ነው እሚየቀርበው አደለም

Ss: Seemed to agree.

T1: Ok. Now let us move to the next, number 2, what is the difference between a newspaper and a magazine? What is the difference between a newspaper and a magazine? እስኪ ትንሽ ሁለት

ደቂቃ ቀርቷል፤ ታነቡና We have 2 minutes for reading the passage ones again and find out the difference between a magazine and a newspaper. የጋዜጣና የመጽሄት ልዩነት ምንድነው እያለ ነው? Students were reading to answer the question. They mainly discussed each other.

T1: Ok. The last question, question number 2, the question says, what is the difference between newspaper and a magazine? Who can tell us? እስቲ ጋዜጣና መጽሄት ልዩነታቸው ምንድነው? Ok.

Ss: መጽሄት በየሰምንቱና በየወሩ ነው እሚታተመው፤

T1: Very good.

S: ጋዜጣ ደሞ በየሰምንቱ፣በየቀኑ

T1: በየቀኑ፤ Very good. These are one difference. Another difference. A magazine is supposed to be printed out either weekly or monthly, but a newspaper is supposed to be printed either daily or weekly. እስቲ We have some additional information that can tell us the difference of the two. Who can tell us? Another difference. እስቲ ሌላም ልዩነት አላቸው፤ Another difference?

Ss: Some of them raised their hands.

T1: እስቲ ከኋላ መሃል ላይ ያለሀው፤

S: Couldn't try.

T1: For simply saving time, let me tell you.

S: Magazine እምንለው only about one subject; newspaper ደሞ reports on any subject.

T1: Any subject. Very good. The second difference is what? A magazine is trying to focus only one subject matter may be on sport, fashion on some other particular subjects. But newspaper is widely trying to cover any subject matter so that whenever we are reading newspaper, we can get different kinds of information because its focus is to cover different matters. That is the difference. ልነታቸው ምንድነው እንዳወራነው ማጋዚን አንድ ነጥብ ላይ ነው እሚንጠለጠለው ወይ ስለስፖርት ሊያወራ ይችላል፤ ወይ ስለፋሽን ሊያወራ ይችላል፤ ወይ ስለዲዛይን ሊያወራ ይችላል፤ ወይ ስለአርት ሊያወራ ይችላል። ጋዜጣ ከሆነ ግን ሁሉንም አሉ የተባሉ ነገሮችን ያገኛቸውን መረጃዎች ሰብስቦ ያቀርባል ማለት ነው። ይሄ ነው እሚለያቸው።

Let us move to the third question, question number 3, what do reporters do? What do reporters do? ሪፖርተሩ ቅድም እንዳወራነው ስራው ምንድነው ..ምን ይሰራል? Read the text again. Two minutes are given. አሁን ሁለት ደቂቃ እሰጣችኋለሁ። እስቲ ሞክሩ ቅድም ኮ ነግሬያቸሁዋለሁ፤ ሪፖርተር ስራው ምንድነው?

Ss: Now, students were reading in a better confidence and speed.

T1: Can you tell us?

Ss: To collect photograph.

T1: To collect photograph. Very good. Another.

S: To collect news.

T1: To collect news. Very good. So, the work of the reporter is to collect news and photographs from the source where they are. ከመረጃ ምንጫቸው፣ከቦታቸው ዜናዎችን ይሰበስባል፤ አደለም .. The fourth one, what is the work of the editor? The job of the editor. የኤዲተሩ ስራ ምንድነው? What is the job of the editor?

Ss፡ Few students raised their hands. One was given a chance (Invited a student).

S: ፎቶ ቢቀርብለት የማያስፈልገውን እየቆረጠ የሚያስፈልገውን ብቻ ያረጋል፤ ያቀናብራል ማለት ነው።

T1: The job of the editor is to choose what? which stories are…?

Ss: Important.

T1: Very good. Where is the source, which paragraph which line?
Ss: Paragraph 2 line 1.
T1: Paragraph 2 line 1 and..
Ss: 2.
T1: 2. Very good. It says the job of the editor is to choose , which stories and which photographs to print.

የትኛው ፎቶግራፍና የትኛው የቀረበው ሃሳብ የትኛው ፎቶ ለህትመት ይበቃል ነው አድልም።

Ss: Yes. (nodded their heads)

T1: Very good. Now let us move to the next question, question number 5, where in a newspaper we find stories about sports? በጋዜጣ የትኛው ክፍል ላይ እስፖርት ሊቀርብ ይችላል፤ መሃለኛው ወይስ ከኋላ ነው መጨረሻ ነው? Where we can get news of sports in the newspaper? ጋዜጣ ላይ የስፖርት ዜና የምናገኘው የትኛው ክፍል ላይ ነው? አሁን ሁለት ደቂቃ ሰጥቻችኋለሁ::

Then, teacher went to two students and asked them privately, and they replied. He helped them to get answer on the text. He said, please read it loudly.

T1: Sport news are usually at the back of the newspaper.
T1: Ok. Now, I think time is over. Tell us the answer… new participants..I couldn't find.
Ss: Some discussed and others seemed to be confused.
T1: Which paragraph and which line?
Ss: Paragraph 2, line 3… the full sentence, the full form of the sentence. አሁን ያላችኋትን የያዘቻትን ሙሉ ሃሳቧን
S፡ At the back.
T1፡ አዎ፤ አረፍተነገሯን ሙሉዋን፤ ሲጀምር ምን ይላል sport news ይላል አደል?
S፡ አዉ::
T1፡ ከሱ ጀምረሽ አንብቢ እስቲ::
S: Sport news are usually near the back of the newspaper.
T1: Very good. Sport news are usually near at the back of the newspaper አደለም?
Ss፡ ነው ።
T1፡ ስለዚህ ከጋዜጣው የመጨረሻ ክፍል ውስጠ አደለም እሺ ዜና ስታዳምጡ፣ ረራዲዮና ቴሌቪዥን ስታዳምጡ የስፖርት ዜና የሚቀርበው ከዋናው ዜና ቀድሞ ነው ተከትሎ ነው?
Ss፡ ተከትሎ ነው።
T1፡ ተከትሎ ነው አደለም?
Thank you very much. Time is over. That is the end of the lesson.

Teacher 1 = Session 3

Classroom Observation

Reading: The World in Danger- Page 198

Teacher 1: Good morning students.

Students: Good morning teacher.
The teacher wrote the title on the board; next he wrote three important words:

-in danger
- dodo
- extinct

T1: Takeout your textbook on page 198. On page 198, there is a passage. The reading passage is entitled with, "The World in danger."

Ss: Reacted differently. Some opened their text books; some others asked their friends what to do. Few seemed to be confused, and the teacher asked these students and tried to clarify the work. He supervised the class and helped students who sat idle. As he observed some students sat without reading, he arranged them to share text books with other students…please standup and go there. Then, he said, "thank you very much…"

Ss (Together): The students started hot discussion while they should do the task individually.

T1: The topic says, The World in Danger. Let us start from the reading passage. Who can tell us what does the world in danger mean, the world in danger?

Ss: Started to look at the t
ext book. A few of them raised their hands.

S: A student answered, though not correct.

S: ባደጋላይ (On danger). Another student replied wrongly.

T1: Raise your hand, and forward answers. He expected response from the students and said, "anyone please." The world in danger. Simply guess. It is not to indicate the exactness of the right answer; simply for predicting I ask you to say. Ok. The world ምንድነው? (What is it?)

Ss፡ ዓለም። (world).

T1: Danger!

Ss: አደጋ።

T1: So that the world in danger means, The world in danger means,.. አለም…

S: አደገኝነት።

Ss፡ አደገኛ።

Observer: Can I answer?

T1: Yes.

Observer: Perhaps, if they don't know, let me tell them in Amharic, በአደጋ ላይ ያለቸው ዓለም። እርግጠኛ ከሆንኩኝ።

T1: Thank you very much for your participation. በአደገኛ ሁኔታ ዉስጥ ያለችው አለም እንደማለት ነው። Here in the passage, there are four pictures. You can look. The pictures are the …references of the passage. You can see. There is a blue picture in the passage. That is rhino. The other is guerilla, and the other is what we call dodo which looks like what we commonly know ዳክዬ. And, the other is,

Ss: Elephant.

T1: Elephant! Dodo is like similar with dakiye. This implies that those whole animals are in danger in the world. So, the passage will tell us how whole animals are in danger.

Now I want you all to read the passage of the whole section roughly. Then, I give you time to come back for answering the questions. እዚህ ጋ አራት የእንስሳት አይነት አሉ አይደል። አንደኛው ከላይ ያለው ሪህኖ እምንለው ፣በአማርኛ አውራሪስ የምንለው ነው። ከሱ ቀጥሎ በግራ ሳይድ የዝንጀሮ ዓይነት ቅርጽ ያለው ደሞ ምንድነው?

Ss: ጎሬላ ነው:: (It is guerilla).

T1: ጎሬላ ነው፤ከወዲህ ያለችዋ ደግሞ እኛ በልምድ የምናውቃት ዳክዬ እምትመስለው ምን ተብላ ነው የተሰየመችው፣ ዶዶ፤ Dodo is a kind of bird which seems like what we know, Dakiye. At the last, ከታች ምንድነው ያለው፣ዝሆን ነው አይደለም፤ ዝሆን ታውቃላችሁ?

Ss: አዎ።

T1: አውራሪስ ታውቃላችሁ? አለ እዚህ አካባቢ?

Ss፡ የለም።

T1: የለም አደል? ግን በኣንዳንድ ያፍሪካ ሃገራት ለምሳሌ ኬንያ አለ። ስለዚህ ዶዶ አናውቅም፤ ግን ከምን ጋር ይመሳሰላል ብለናል?

Ss: ከዳክዬ ጋር፤

T1: ከዳክዬ ጋር ይመሳሰላል። በተረፈ ዝሆን፣ ዝሆን በኛ አካባቢ አለ እንዴ?

Ss፡ የለም።

T1: አንዳንድ አካባቢዎች ላይ እናገኛለን፤ እነዚህ እንስሳት አደጋ ላይ ናቸው እሚለው ነው ሃሳቡ፤እስቲ ምንባቡን አንድ ጊዜ አንብቡትና ከዛ በኋላ ወደጥያቄው እንገባለን ማለት ነው። አስር ደቂቃ እሰጣችኋለሁ፤ ምንባቡን አንብባችሁ ትጨርሳላችሁ፤ እሺ።

Ss: እሺ (Ok)። Now students started to sit in pairs and in trice to read. A few of them seemed to be confused and neutral. The students discussed on the reading text. It seemed that most of the students need help before reading the text. Students on a chair asked the teacher to clarify what to do.

T1: Moved from chair to chair and monitored the students if they were reading.

Ss: Few students seemed to be less motivated for they didn't show any interest to do the given task.

T1: Teacher wrote what he had started before:

In danger- in a difficult situation

Dodo- a kind of bird

Extinct- destroyed from the earth

T1knocked at a table and said, "Thank you very much; time is over please."... Our question is, What did you understand from the passage? What the passage is telling us? You have read the passage so far. So, I expect you to tell us your understanding about the passage. What the passage is telling us. Ok. The first paragraph of the passage is telling us what? About what?

Ss: Murmur, whisper. And a few students raised their hands.

T1: About what?

T1: "Raise your hand and tell us." The first paragraph of the passage is telling us about what? Ehh..

S: Dodo.

T1: Dodo! About dodo. The second paragraph of the passage is telling us?

S: About elephant.

T1: About elephant, good! About elephant. The third paragraph of the passage is telling us?

Ss: Discuss; hesitate to answer.

T1: The third paragraph of the passage is telling us? Ok. Sosina.

S: Responded quietly.

T1: "About what, it is not audible." እስቲ እስቲ ማስኩን ዝቅ አርጊና ጮክ በይ።

Ss: Danger.

T1: About the danger of what?

S: Rhino.

T1: Ok. Rhino. Rhino. The third paragraph is telling us about rhino. Rhino means as I told you in Amharic አዉራሪስ፣ አዉራሪስ። The next paragraph or 4th paragraph is telling us about? Ok. Dagmawi.

S: Guerilla.
T1: Guerilla. Guerilla! The next one is, the next paragraph is telling us the reasons why some animals are extinct from the world. And the last paragraph is, the last paragraph is telling us about the solution how we can prevent the extinction of animals from the world. So, based on this general concept, let us move to answer questions from the exercise section. The first question in the exercise section says, where did the dodo live? To answer this question, which paragraph gives the possible answer? Paragraph..
Ss: Paragraph 1.
T1: Yea. Paragraph1. Read the first paragraph and find out the possible answer for question number 1. Because the question says, "Where did the dodo- live?" We are asked to find out where the dodo lived. Just 300 years ago. But today, there is no dodo, because it extinct the passage says. So, who can tell us? Ok. Let me give you two minutes for reading ones again for reading paragraph one. Find out the possible answer for that question. እስቲ ፓራገራፍ ዋንን አንብቡና መልሱን ትነግሩኛላችሁ፤ ጥያቄው ምንድነው የሚለው ዶዶ እሚኖረው የት ነበረ ነው አደል?
Ss፡ አዉ። (Yes). They started discussing on the question, and some of them raised their hands.
T1: Ok. እስቲ ዕየሩስ ንገሪኝ፤ ዶዶ የት ነው እሚኖረው?
S: India?
T1: Iceland. In the Island of, India. In the Iceland of India. Repeat it once again. እንዲሰማን ማለት ነው።
S: ላንብበው?
T1: Yea.
S: In the Island of Mauritius.
T1: Paragraph 1line 2 and 3 can tell us that the dodo lived in the Islands of Mauritius in the Indian Ocean. That is the place where the dodo lived. Now let us move to question number two(2). Question number 2 says, why did sailors kill the Dodo? We are asked the reasons why the sailors kill the Dodo? Sailors means people who are engaged in hunting animals in the water body. ሴለርስ አምንለው ቀዛፊዎች ዉሃ አካላት ላይ በሞተርም በጀልባም እሚያድኑ ናቸው ሴለርስ፤ለምንደነው ዶዶዎችን ይገድሏቸው የነበረው ነው እሚለው? Whom shall I give the chance?
Ss፡ A few students raised their hands.
T1: Invited a student who didn't raise his hand. Can you try? They killed the dodo for what? Yes.
S: To get fresh meat.
T1: They killed for getting fresh meat. Very good. For getting fresh meat. Which paragraph and which line?
S: Paragraph 1.
T1: Paragraph 1 line 7. P1, line 7 is the reference for question number 2. Question number 3 says, *how did pigs help destroy the dodo*? እንዴት ነበረ አሳማዎች ዶዶዎች እንዲጠፉ በማድረግ ደረጃ ድርሻ የነበራቸው? Who can tell us?
Ss: Discussed each other.
T1: To whom shall I give the chance?
Ss: A girl raised her hand.
T1: Ok Frie.
S: The dodos were, did not while they were essay.. so they were three shortly lateral on the
T1: Ok. It is a good trial, good trial. Paragraph?

S: With domestic animals, line3, Paragraph1.
T1: Paragraph 1.
S: Line 3.
T1: It is good trial. Anyone who can add more?
S: A student stood and said, paragraph one, line 10, The pigs destroyed many of the dodos and eat the young dodo.
T1: Very good. Paragraph 1, line 10 up to eleven, what it says, many of the pigs destroyed the eggs of the dodo and they eat youth of the dodo. This indirectly has its own contribution to the destruction of the dodo. ምንድነው ሲነግረን የነበረው እነዚህ አሳማዎች የዶዶዎቹን እንቁላሎች ይሰብራሉ ፣ ያጠፋሉ፣ እንደገና ያላደጉ ወይም በጨቅላነት ያሉ ዶዶዎችን ምን ያረጓቸው ነበር ነው እሚለው?
Ss: ይበሉባቸው ነበር።
T1: ይበሉባቸው ነበር፤ ስለዚህ ዶዶዎቹ እንዲጠፉ አሳማዎቹ ደርሻ ነበራቸው ብሎ ይናገራል አደል?
Ss: አዎ።
T1: በጣም ጥሩ፤ Now, let us move to the next question, question number 4, why will there never be another dodo? Why will there never be another dodo. ለምንድነው በአሁኑ ስዓት ሌላ ዶዶ ማግኘት ያልተቻለው ለምንደነው? Please say something, critical concepts.
Ss: Please say logic. እስቲ አንድዬ ኣዳምጡ ፤ አንድ ..የጠፋ እንስሳ ድጋሚ ይገኛል አይገኝም?
Ss ፡ አይገኝም፡ ፡
T1 : አይገኝም አደል?
Ss: አዎ።
T1: ይህ ዝርያቸው ስለጠፋ ነው አደል?
Ss፡ አዎ::
T1፡ So, Who can tell us?
S: Dodo
T1: Ok. Good. Dodo *is* nowadays destroyed, extinct from the earth. That is why we cannot get another dodo presently , today. በኣሁኑ ሰዓት ሌላ የዶዶ ዝርያ ማግኘት ያልተቻለው ለምንደነው totally ዝርያው ከምድር ላይ ስለጠፋ ነው ብሎ ነው የነግረናል። Very good. Let us move to number five. In what way is the elephants like the dodo? Indirectly, what makes similar between dodo and elephant? እስቲ ኤለፋነትና ዶዶ እሚያመሳስላቸው ነገር ምንድነው ከዚህ ከጽሁፉ አንጻር?
T1: Ok. Yodit.
S: Responded.
T1: Ok. Very good. Which paragraph and which line?
Ss: Paragraph 2 line 1.
T1: Paragraph 2, line 1. It says, “Today, elephants are in the same position that dodos were 300 years ago.” ያ ማለት የዛሬ 300 ዓመት በፊት ዶዶ በነበረበት ሁኔታ ላይ ዛሬ ዝሆን ይገኛል ነው አደል ?
Ss: አዎ::
T1: ስለዚህ ሁለቱ ምን ሊሆኑ ነው ማለት ነው?
Ss፡ ጠፍተዋል::
T1: ዶዶ ጠፍቷል ዝሆን ምን ሊሆን ነው ማለት ነው ?
Ss: Yitefal

T1: ሊጠፋ እንደሚችል መሳያ አላቸው:: They are in the same position that the two of those species will be extinct unless we properly manage how to save the lives of these elephants. Thank you very much. The next, number six, do people kill elephants to make useful things? It says. Why people killed elephants? ነው እሚለው፤ የጠየቀን ጠያቄ ምንድነው፣ tezewawari Tiyaqe new ሰዎች ዝሆንን የሚገሉት ለምንድነው ነው hasabu wanawu።።

Ss: Students kept silent, and a few students raised their hands. They discussed to answer the question.

T1: Who can try this? He invited a girl to answer, but she refused.

T1: Ok. At the right side.

S: Because they want the ivory to make ornaments.

T1: Ok. Yoni. Because people want the ivory to make ornament and jewelries. እነዚህን የዝሆን ጥርሶች በመሰብሰብ ጌጣጌጦችን ለመስራት ስለሚፈልጉ ሰዎች ዝሆኖችን ይገላሉ ነው፤ Ok. Good. The next question is number 7. Do you think that People should buy things made of elephants or the zygotes of elephants? ሰዎች ከዝሆኖች የተሰሩ እቃዎችን መግዛት አለባቸው የለባቸውም? Please say something, concept፣ የኮነስፕት ጠያቄ ነው።።

Ss: Do not reply.

T1: kzihon tiris yeteseru ekawochin tigezalachihu atigzume? ትገዛላቸሁ አትገዙም?

Ss: እንገዛለን

T1: Ok.ምን ዉጤት እሚያመጣ ይመስላችኋል? እየገዛችሁ, hulumsew እየሰበሰበ እሚገዛ ከሆነ ምን እሚከሰት ይመስላችኋል?

Ss: After whispering, students said yitefalu.

T1: yitefalu aydel

Ss: Yes

T1:ስለዚህ ታዲያ መግዛት አለብን የለብንም?

Ss: የለብንም።።

T1: The last question is what will happen if don't look after the animals and the forests? እስቲ ምን እሚሆን ይመስላችኋል enisisatnina እጽዋቶችን እማንጠብቅ፣ እማንንከባከብ ከሆነ ምን እሚከሰት ይመስላችኋል? What do you think if we don't look after the animals and the forests? እስቲ ገምቱ ምንባን ላታነቡት ትችላላችሁ; enisisatene kalitebekin ዛፎችን ካልጠበቅን፣ እጽዋቶችን ካልጠበቅን ምን ይከሰታል? He asked a student, " what will happen?"

S: etsiwate ይጠፋሉ::

T1: enisisatis ayitefum?

T1: እስቲ ምን ይከሰታል?

Ss: እጽዋት ይጠፋሉ፣ ያር ንብረት መዛባት

T1: እሺ እንስሳትስ አይጠፉም? ይጠፋሉ አደለም?

Ss: Yesewoch hiwot ይጠፋል ።።

T1: Ok. Very good… ህይወት ይጠፋል ok Dagim.

S: በምድር ላይ ያሉ ነገሮች ይጠፋሉ ።።

T1: Ok. Very good; unless we look after animals and forests properly, we will lose the lives of animals and forests. Totally, the lives of the people will be in a difficult situation or in danger. That is the concept of the topic. The topic says, the world in danger means this one. In order to save the lives of animals and people as a whole, we should protect and look after the animals or

the forests, unless people will be in a difficult situation. This is the concept of the passage. Thank you very much for your participation. If you have question please.
Ss: They did not ask any question. Some students nodded their heads.
T1: If you don't have question, it is the end of the lesson. We are happy for your participation. Thank you.

Appendix G2: Teacher 2 Classroom Observation Transcription

Teacher 2 = Session1, Teacher 2, Tuesday, Miyazia 25

Classroom Observation Transcription

Teacher entered class and greeted the students. Then, he started cleaning the blackboard. Next, he wrote the title of the text. Although about 50 students were expected to attend the class, the classroom was partially vacant. Chairs were observed empty.
Reading: A Festival in Ghana. Ok
Teacher said, "attention please! Ok. Now takeout your textbook on page 161. There is a passage, **A Festival in Ghana**." OK.
Ss: A Festival in Ghana.
T2: He had a plan to teach reading comprehension based on the given text. He wrote the word *festival* on the board and asked, what does the word festival mean? He walked around the students and said, "festival" to probe their ideas. What does it mean? What do you think?
Ss: No student responded; they didn't try.
T2: Wrote the meaning of *festival* – to show or to do something to show that day is important, ok. To do what? Something to show that something is important, festival. For example, what, birthday a for birthday, you may do something like what *meals,* different what? decors, different what? drinks, to show what? That day is important, ok. ያ ቀን፣ የሆነ ቀን የተለየ ቦታ እንዳለው ለማሳየት የምናደርገው ዝግጅት ማለት ነው፣ ፌሰቲቫል ። (He translated the meaning of festival in to Amharic). A festival of what, for example, Easter አሁን ያሳለፍነው ከሳምንት በፊት የፋሲካን በዓል ለማክበር ያረግነው ዝግጅት similar with that. We call it festival, ok. And what does it mean *celebrate*?
Ss: They seem to be confused and no one answered. Some of them lack confidence to answer.

T2: Celebrate also. Ok. Similar with what? Festival. A festival is another, a day of what, a day of what? ok happiness. Happiness. Happiness, enjoyment, enjoyment, ok. To make what? happiness we what? *celebrate*; we celebrate to make what? happiness. What about *rituals*? (Writing on the board) What does it mean ritual? ritual.
S: Ceremony.
T2: Ceremony! Ceremony, (wrote on board) ok. We perform, what? the same way we perform what, the same. በተመሳሳይ መልኩ ለምሳሌ የኢስተርን ፋሲካን አምና ባከበርንበት መልኩ ነው ዘንድሮም ያከበርነው፤ አደለም?
Ss: ነው::
T2: A ritual mean that one. አንድን ክብረበዓል በተመሳሳይ መልኩ ማከናወን ማለት ነው፤ ሪቹዋል:: after translating the word in Amharic, he passed to the next word. He said, "What about *sacred*? Sacred means what?"
Ss: Holy.

T2: Ok. Holy, Holy or what? የተቀደሰ ወይም የተባረከ እንደማለት ነው ok; sacred.
Ok. These are the important words in the reading passage. Now, read it silently. Read it, and try to understand." He started monitoring the students, by going to each group or chair. He said, "read it silently." At this point, a few students were ready to read; they were with textbooks at least. However, the majority of the students were not listening to the teacher. Some of them were even sitting without textbooks. They didn't try to join students who have text books. The teacher made a few students to share books with other students.
T2: After supervising the students, the teacher cleaned the board, and wrote the meaning of a few words on it.
Ss: The students diverted their attention to taking notes. When he understood that the students were not reading, he made some of the students join students with text books.
Read it. Read it silently. Discussion is not allowed. Read and try to understand it.
Ss: Still few students change seats in search of text books. He also ordered students to sit with students with text books. Now, he said, read it, and try to understand it. After a short supervision, he wrote notes on the board.
Ss: They sat in group of 5, 6 or 7 as they didn't bring their textbooks, maybe due to lack of interest or attention.
T2: He came back to writing notes. When he finished reading, he said, " ok. Let us finish reading and try to do the comprehension questions on page 162, Activity 2. Do orally, ok. Try to answer it.
Ss: The students were busy in writing from the board.
T2: You are not asked to write. He made some students close their text books.
Ss: Students started reading the text book.
T2: The teacher supervised the students until they finish, and said, let us do it together, ok. Ehh.. Question number one, where is the Anyinasin? Where is the Anyinasin? Ok. What is your answer for question number one? Where is the Anyinasin? Where, where is according to the passage, says what? Where is the Anyinasin? Yes, the Anyinasin … the Anyinasin the title says, what? The festival is in what? Pointing to the title on the board.
Ss: Ghana.
T2: The Anyinasin is in what?
Ss: In Ghana.
T2: What is the name of the festival, yes, the name of the festival? He invited a girl.
S: Ohum.
T2: Ohum. The name is what? Ohum. Ohum Kan and Ohum kyire. Ok. Let us go to the next question, question number three (3), why do they celebrate the festival? Why do they celebrate the festival? What do you think? According to the passage?...They celebrate the festival for what? yes.
Ss: Whisper and murmur. Some of them looked to focus on the text book. A few of them talked on private issues.
T2: What do you think? The purpose of the festival? ይሄንን ካላወቃችሁማ ከባድ ነው። (It is difficult if you do not know this). He seemed to be hopeless on the students' ability and effort. ፌስቲቫሉ ለምን እንደተከናወነ ካልተረዳችሁ ሌላው kentu new…ለምንደነው የሚያከብሩት?
Ss: A few students seemed to be eager to answer the question, but they couldn't.
T2: OK. There are two reasons: one, to show the beginning of harvest; to show what? the beginning of harvest. Second, to ask what? blessing. ሁለተኛው ምክንያታችው ደግሞ ብለሲንግ፣ በረከት፣ መልካም ነገር ለመጠየቅ፣ ለመመኘት new ፣ ok. እነዚህ ናቸው።

Ok. When do they celebrate the Ohum Kan? (Question number 5). In which month do they celebrate Ohum Kyire?) When they celebrate the Ohum Kan? When, when? It is time. ታይም ነው፤ yes. What is the answer? Invited a boy.
S: A student answered wrongly.
Ss: They did not seem to know the answer. Some tried, but did not know the answer.
T2: June or July. What about Kyire, Ohum Kyire? Where do they celebrate? Yes.
Ss: September.
T2: September or what?
Ss: Responded mixed (right and wrong answers).
T2: They celebrate September or October. What do the chief and the elders do two weeks before the festival?(Question number 2). The chief and the leaders do something before the festival? Before what? Two weeks before the festival. What is that? Yes. They do what? They do ehh…
Ss: They didn't try to answer. Some of them even did not seem to be interested in the task. And a few of them struggle.
T2: They do what? They do, ok. They go to eban mu.. to..their ancestors' grave (pointing his finger to the answer written on the board). Their ancestors what?
S: Grave.
T2: Grave! And they thank what? their ancestors' what ምንደነው የነሱ አያቶቻቸው፣ አባቶቻቸው መቃብር ጋ ይሄዳሉ፤ ይሄ የመቃብር ቦታቸው ምን ተብሎ ይጠራል? ኢባን ሙ፤ በእለቱ እዛ ሄደው ምስጋና ያቀርባሉ። ከዛ በኋላ ምን ያውጃሉ?
They do what? Or, the next question[Question number 7], What do the people do before the festival? Yes. The people do what? The people do what? *Meal* and also ban of what?
Ss: A few whisper and said, "noise".
T2: Noise. ምንም አይነት ድምጽ አያሰሙም፤ጮክ ያለ ድምጽ አያሰሙም። Even they don't cry ድምጻቸውን ከፍ አድርገው ሰው ቢሞትም እንኳን በዚህ ሁለት ሳምንት ውስጥ ጮክ ብለው ማልቀስ አይችሉም። They ban what? noise. Noise! ምንም አይነት eee ሙዚካል ኢንስትሩመንት አይከፍቱም Ok. And also they prepare what; meals. They prepare different meals. Ok. different meals to show their friends on the day of the festival. በፌስቲቫሉ ቀን ለጓደኞቻቸው ወይም ለቤተሰቦቻው yemiyagarutin …ምግብ ያዘጋጃሉ፤ መቼ? On the day of the festival.
Let us go to ok. How do the people show that they are happy?[Question number 8] On the day of the festival, the people show what? their happiness. How? Ehh..
Ss: Simply watch the teacher.
How do they show their happiness? እንዴት ነው ደስታቸውን የሚገልጹት?
Ss: They join.
T2: Yes. They join, dance; they embrace ኢምብራስ ማለት መተቃቀፍ one another እንደዚህ እያደረጉ they what? Celebrate, their festival. Ok. Thank you. You can read in your home the remaining and you can understand more, and you can enjoy, ok, reading.
Let us go to page 163, **Speaking**: Parts of what, the body. Look at the activity.
Ss: When they shift to speaking part of the lesson, their interaction increased as they were needing help from their peers about the work. Some of them were simply sitting without looking at the text.
After two minutes, teacher said, ok. Do it on your exercise book.

Teacher 2 = Session 2

Classroom Observation Transcription

Teacher entered class and said, "Good morning."
Ss: Good morning.
T2: He cleaned the blackboard, and wrote on the board: The title- **Reading: What is a newspaper**? And he said, Ok. Please takeout your textbook on page 180. I mean 81, 181. There is a text. What is a newspaper? What is a newspaper? Ok. Look at the pictures. Take out ..the papers. There are photographs. Look at them. Look at them.
Ss: Immediately started looking at the pictures on the text book.
T2: They are doing what? The first photos, the first photographs, ok, shows what? They are doing what? They are doing what? OK. (Invited a student).
S1: Responded about the second photo (the second photo).
T2: The first. The first photograph! Ok.
S1: Asked page number.
T2: [1]81, 81. Reading, what is a newspaper? Look at them. Yes. What do you see in the photograph? Ok. Look at the photographs. Yes (invited a student).
S3: Reading news.
T2: Reading what?
Ss: Reading news.
T2: Reading news or reading what? Aha.. reading newspapers. Reading newspaper. Ok. The second photograph shows what? A man has what? a lot of newspaper ..ok for what? It may be for what? for selling. It may be for distribution. So, a kind of paper, a newspaper is what? a kind of papers; it contains what? news. It contains news. It tells us what? news. News means what? What is news?
Ss: did not respond; of course, a few students seemed to have idea.
T2: Current affairs. affairs. About Ethiopia, about Africa, about what? the world. What happen today? What happen the next day? in Ethiopia, in the world and in Africa , ok. We are going to see a core information from the reading passage …Read the article the following article and answer the questions below. Read it silently and try to understand it. *Silent* reading, ok. Read it silently and try to understand it.
T2: Tried to have a look at the students, and went to his text and read it.
Ss: Started to get ready to read the text. Some of them were not clear, and tried to ask their friends.
T2: Went to the board, and started writing important points (phrases related to the answers of the questions). This continued up to 8:20. Now, he said, " read it."….
Ss: They were reading the text. Some groups were discussing silently on the title. A few students sitting in familiar groups didn't focus on reading.
T2: After observing students, he continued writing on the board.
Ok. If you have finished reading, try to work out the activity. Ok; questions that are taken from the reading passage. Try to work together. Try to work together, and discuss. Wait a minute. Share your ideas. What will be the possible answers? Try to work together. What .. Ok.
Ss: Again, they started reading the text to answer questions. They made relatively hot discussions.
T2: He supervised the students, moving around the desks. After that, he returned to his table and read his book or material.

You can discuss together. መልሶቹን በንባብ ማቅረብ ትችላላችሁ። እያንዳንዳችሁ የሰራችሁትን ተወያዩ።..
Ss: They started discussing on the answers of the questions. They use their mother tongue for discussion. A few students were not concentrating on the activity.
T2: Ok. Let us see together. Let us discus together. How many different kinds of newspaper are there? How many? Ok.
S: Raised her hand.
T2: Ok. How many
S: Five.
T2: Five. What are they?
S: Daily, weekly,
T2: Daily, weekly.
S: Sunday
S: Local and national.
T2: Ok. Local and national. Thank you. We can classify, ok. We can classify a newspaper in to what, daily, weekly, Sunday, and monthly or local and what?
Ss: National.
T2: Local and national. Ok. Thank you. What is the difference between newspaper and magazine? Ok. Magazine, newspaper and magazine?
Ss: Raised their hands.
T2: Ok. (Invited a student).
S: One subject.
T2: Which one, magazine or newspaper?
S: Sport, music, arts and fashion.
T2: Which only talks about one subject? Which one, magazine or newspaper? Ok. Anyone who can help him?
S: A newspaper, it talks about many subjects. Magazine talks about only one subject.
T2: Ok. Thank you. Thank you. Ok. That is the possible answer. Ok. Usually, magazine talks about what? Only one subject. It may be about sport; it may be about music. It may be about what, fashion. It may be about what? beauty or cosmetics, or it may be about what? Or it may be about what? Health. So, usually, magazine talks about what? Only one subject. But newspaper talks about what? Any subject. Any subject, any things. Ok any things. It can include about what? weather. It can include about sport. It can include about what? local news, the international news, many things, many things. Ok. Thank you. Let us go to the next. What do reporters do? Reporters. Yes. Ok. Reporters. Teacher tried to probe the students, but they preferred silence. After a lot of pushing, a girl raised her hand, and the teacher gave her chance. She said, " collect the news are called reporters are."
T2: Reporters are journalists who collect, who gather news, stories. They gather; they collect from different sources, from different section of population of the country. Ok. Someone can collect news from what sport, stadium and so on. Some collect what news from hospitals. Some collect from what, hospital; some collect news from what?.. about education from *college* or universities. Reporters are journalists who collect what, news. What about editors? What about editors? Editor? Both reporters and editors work on newspaper. What about editors? Editors. Ok. What is their function? What is their job? What do they do? x2 Reporters I mean editors? Yes. Anyone?
S: Replied an

T2: Thank you. Any more. Any more.
S: Editors..
T2: Ok. Editors what? Ok.
S: to select and …
T2: Ok. Thank you. Editors, they work what? They select what? Stories. They select stories that come at the front, in the back and in different sections. Or you can say what? rearrange what? The newspaper. They organize the newspaper. All things, which one come first? Which one comes the next page and at the back? Ok. ፔጆች፣ሁሉንም ነገር የሚወስኑት እነማናቸው? ኢዲተርስ ናቸው። ኒውስፔፐር ላይ በሚያምር መልኩ አዘጋጅው እሚያቀርቡት …editors ok. Editors.
What comes in the first page? Ok. What comes? What comes in the first page or front page of a newspaper? Ok. Anyone? Who can try? Ok.
S:Not audible.
T2: Cover page, mostly cover page is the page of the president. The page of VIP, very important person. It can be what? not only the president, it can be prime ministers and also if there is no prime minister or president, it can be what? Ministers. Ok, like that. What about in the back? Ok. Page, in the back page. Ok. In the front page , we have said the speech of the president or very important person. What about in the back side? In the backside of what? a newspaper. Ok. What happened? What happens in the backside? Yes. ፍሮንቱን ካወቃችሁኮ ባኩ ቀላል ነው። Try. Yes.
S: Sports….
T2፡ About sports! Thank you. About what? Sports. News about what? Sports. Ok. What is an editorial? What does mean editorial? Ok. How do you understand editorial? Editorial, What does it mean?
Ss: They did not try to respond. A student raised his hand.
T2: Editorial, yes.
S: The main use.
T2: The main use? Editorial, editorial means what?
S: Commenting news.
T2: Commenting news! Yes. We have said that editors rearrange. They organize newspaper. They comment. That means, they add something. Then what, reduce what something and they can add what? important information and they rearrange, rearrange. Editorial means what? The process of commenting news. Editing news. What are classified adverts? Classified adverts? Ok.
S: …and those…
T2: Classified adverts, ehh classified adverts. Anymore, anymore. Yes. Different sections of advertisemen t(x2). If you see a single newspaper, you can get what? Three or more what? One or what, more advertisements. So, different sections of advertisement. Adverts, adverts. Ok. That is enough about? what activity. Thank you.

Teacher 2= Session 3

Classroom Observation Transcript

Reading: What is a newspaper?

Teacher entered the class and said, “Good morning students.
Ss: Good morning teacher.

T2: Today, we are going to read a reading text with the title, What is a newspaper?...Please takeout your textbook on page.
What is a newspaper? Look at the first photograph. Look at the photograph! They are doing what? Ok. They are doing what? Yes.
S: Raised his hand and teacher allowed. Yes. They are doing what?
S: Reading.
T2: They are reading. They are reading what? They are reading what? What do you think they are reading?
S: Newspapers.
T2: Newspapers. Ok. They are reading, what? Newspapers. What about the second photograph? The second photograph? about what ? Yes. A man what? A man has what?
S: Newspapers.
T2: Newspapers, may be for sales or it may be for distribution or what? Distribution. Ok. Distribution. So, we are going to read about what? Newspapers.
S: Newspaper. About what, newspaper.
T2: Newspaper. Ok. Newspaper. Turn your page to the next, and then read it. Read it and try to understand. He had a glance on the students as a whole and said, "read it; read it and try to understand it."
Ss: Some of them started reading; a few were asking their friends and few seemed to be confused about the work.
T2: Supervised and checked the students. He tried to make some students read the text, and he said, "Read it."
Ss: They ask each other about the task and read.
T2: Read and try to understand.
Students share one text book for three on a desk, and a few of them didn't seem to give attention to the reading task.
T2: Again, he walked around and supervised students, and helped them when they asked him help.
Ss: They were relatively reading individually. Students were disturbing and teacher stopped them
T2:Was writing some important phrases on the board which are related to the answers and the topic. Then, he started to check students individually if they have finished the activity.
He said, "Yes. Ok. If you have finished your reading, work on the questions in activity 2. Questions that are taken from the passage. Try to answer. Work together. የተረዳችሁትን ማጋራት፣ ማካፈል ብቻ ነው፣ አብራችሁ ስሩ።"
Ss: Students were discussing on the topic. They were more active in group discussion than on individual reading.
T2: Let us discuss together. Ok. Answer the questions that are taken from the passage. How many different kinds of newspapers are there? Ok.
Ss: Daily.
Teacher: Daily. Ok.
S: Five.
T2 : Ok. Five.
S: Newspaper is daily, weekly, Sunday and local and magazine is weekly and ..
T2: Ok. Thank you. We can say five types of newspapers like daily, weekly, Sunday local and what?

Ss: National.
T2: We can divide in such a way. Ok. What is the difference between newspaper and magazine? Yes. Ok! The difference between (inviting a girl).
S: Newspaper is daily. Magazine is weekly or monthly and regular.
T2: Ok. May be their difference. Ok. Another, another way. Another difference. They, the difference between newspaper and magazine. Yes. (allowed a student).
S: Weekly and monthly.
T2: Ok. Another possible difference. They, according to the passage, based on the information we have got from the passage, what have you said.
S: General or
T2: Ok. Any. And, what are the possible answers? Yes.
S: Martha: Magazines are usually only about one subject such as sport, music, fashion, but newspapers report on any subject.
T2: Ok. Thank you. Thank you. Magazine talks about what? only one subject; only one subject. It may be about music; it may be about sport. It may be about what, health; it may be about nutrition and so on. Usually, magazine talks about what? One subject, one subject whereas newspaper talks about what? any subject. It may be about what? It may be what, nutrition, and so on. Magazine talks about one subject, one subject whereas newspapers talk about any subject. Any subject about sport, about economy, about any subject; that is the difference.
Another, the second question is, what do reporters do? Reporters, yes. Reporters do what? Ok.
S: Reporters, they are seen to report on different issues every day.
T2: Ok. Any more.
S: The reporters have writing their stories.
T2: Ok. Writes what? stories. That means writes stories. Ok. Another. Reporters gather or collect what? news and stories. They collect news from different parts of the country, ok. From different parts of the country, they collect what? News. Ok. News. News about what? battle field, news about economy, news about agriculture, and news about what? education. So reporters gather from different parts of the country, news. What about editor? Editor? What do you think is the job of the editor? Editors do what? Ok.
S: Not audible.
T2: Ok. Loud, Loud please. Say again.
S: note of the main news
T2: Ok.
S: Editorial of the means choose.. which stories and which .. before
T2: Ok. Thank you. Thank you. Ok. Editors what? Connect or choose which news comes first, which comes, what second or what, final and also what? They comment news. They add and they also reduce about news. And you can say, editors do what? the papers, do what, the newspapers. Every section of the newspaper looks like what? the editors , the interest of the editors. Ok. Where is newspapers do we get stories about sport. Yes. Where we can find. Ok.
S: Sport reporters are usually near the back of the newspaper.
T2: Ok. Usually near the back of the newspaper. Back of, the back page. What about in the front? What we can find? yes, in the front. In the front page. The first page or the front page, ok, is:
S: Responded
T2: Yes. The front page. ok. Usually,
S:.. go on the front page.

T2: Yes. Ok. Usually on the front page, the speech of the president; the speech of the president, or what? Very important person, can be the prime minister and also ministers, ministers ok, ministers.
What does it mean editorial? Editorial? What does it mean editorial?
S: Editorial.. diction
T2: Ok. Anymore, anymore.
S: Editorial, the editor comment on the…
T2: Ok. Anymore, anymore. Editorial means what? Commenting what? News. Commenting news. editorial, editing what? adding and reducing news. Rearranging what? news. We call it what? editorial. Editorial, the work of what? Editors. The work of editors.
What about classifieds advertisements? What does it mean? Classified adverts
S: Job opportunity and …
T2: Classified adverts means, what does it mean, classified adverts? Anyone. Raise your hand. Yes.
S: Job application
T2: Job opportunities, yes.
S: Not audible.
T2: Ok. Classified adverts, in a single newspaper, we may find what, different what, advertisement, different advertisement, more than one, more than one. So, rearranging those advertisements; we call it what? Classifying or putting adverts in to different sections, in to different sections. That is all about the reading. Ok. Thank you.

APPENDIX –G3: Teacher 3 Classroom Observation Transcription

Teacher 3= Session 1

Teacher entered the classroom and greeted students. Then, she started cleaning the blackboard. Next, she wrote the topic of the passage on the board including the date.

English: When I won the Lottery

The teacher's plan was to teach reading comprehension based on a given text. The students were required to read and understand the text as well as to answer questions based on the text.
Teacher said, "All of you, takeout your textbook on page 148. Ok. The topic says, *When I won the Lottery*". She approached the students and made some supervision.
Ss: Started to open their textbooks and their exercise books.
T3: Today, we are ready to read this passage and answer questions that follow the text. Before that, I ask you some questions. If won a lottery, what would you do? If you get a chance to win a lottery, or get a money, what would you buy by that money?
Ss: They didn't raise their hands, and she invited a student.
S: Uncountable
T3: Yes. Money is uncountable, but if you won the lottery, what would you buy by that money? For example, if I won a lottery, I would buy a car. Ok. Kalkidan.
S: (F) I would buy house.
T3: You would buy your own house. That is good. Ok. Another. Yes. Fikirite.
S: Charity.
T3: Yea. If you won a lottery, you will give it for charity. That is good. Another. Another. Yes, If you won a lottery, what would you do? Tsion. Teacher invited.

S: I will build a house.
T3: Yea. You will build your own house. Very good. Do you think winning a lottery or getting money make you happy? She observed the students seeking for participation, and said, "You will be happy or not?
Ss: Are no ready to answer. Few students whispered, "Happy."
T3: Happy. Ok. That is good. What about your family? What about the feeling of your family? If you won a lottery, what would be the reaction of your family? They will be happy or not?
Ss: Happy.
T3: They will be also happy. Ok. That is good. Now, read the text. Read it silently and individually. Yea. It is individual activity. You have to read silently and individually. Go ahead.
Ss: Started reading by sharing a text book. A few are siting without text book.
T3: Now, she supervised the students if there are unclear ideas on the task. She clarified what the activity is about. She helped the students on different desks. Some students started reading and a few ones were confused. Still, some students were off-task.

T3: Read it. Be silent. Don't move your lips. Read only by using your eyes.
Ss: S Most of the students seemed to prefer to discuss on the topic (read in groups) rather than reading individually. Some of them didn't feel comfort about the reading activity. A few of the students didn't still seem clear on the task.
T3: Have you finished now?
Ss: No. They continued to read the passage as the teacher allowed them to continue. She monitored the students, and said, "have you finished now?" (After 2 minutes).
Ss: Yes (some of the students).
T3: If you finished now, tell it to your friends. Discuss with your partner about what you read. Please say something on the text. ስለምንድነው ያነበባችሁት? እስቲ ንገሩኝ።

T3: If there is a difficult word to understand, you can guess, ask me please.
Ok. Now, who can tell us about what you read? Who can tell us? Volunteers tell us about what you read.
Ss: Students did not raise their hands.
T3: Fikirite, can you? Who can tell us about what you read? What happened? Who can tell us in one sentence or using some words? What happened? Tirirngo, do you have any idea? What can you say? Ehh. No one. Who can try about what you read/ What happened? Yes. What happened? The text that you read is about what, ehh. Ok. Someone won the lottery and what happened around the person? About his families, reporters any, any other strangers, you tell us about the feeling of the person and the society. Ok. That is good. Now, here are some questions,1 up to 7. First, try to answer individually. Write your answers on a piece of paper. Write your answers for the questions one up to seven from what you read. Write your answers on a piece of paper. Yea. Don't write the questions, only the answers. First, you do it individually. Share ideas to your friends. Don't write the questions. *Write only the answers.* Don't write the questions; write only the answers.
First, read it individually. መጀመሪያ ጥያቄዎቹን በራሳችሁ መልሱ። ጥያቄ መጻፍ አያስፈልግም። መልስ ብቻ መጻፍ በቂ ነው።The teacher moved around and accepted questions for help. The students also asked her for clarification. The teacher tried to help the students by clarifying instruction in the students' mother tongue- Amharic.
Ss: Most of the students discuss on the answers, and a few students were passive. Few seemed to be confused on what to do. A few also seemed to pretend.

T3: Still moved to help and monitor the students.
Ss: They mostly focus on group work rather than individual tasks.
T3: Don't write on the text book. መጽሃፍ ላይ አትጻፉ፤ Don't write on your text book. You have to use a piece of paper.
Ss: Discussed much of their work in Amharic(their mother tongue).
T3: Ok. Now let us do it together. Let us discuss together. The first question, all of you please, listen and let us discuss. What was the writer's reaction when he heard that he had won the lottery? At that time, when he was the winner of that lottery, what was his feeling? Who can tell us?
Ss: Some students raised their hands.
T3:Ok. Solome, please.
S: I couldn't believe my good fortune.
T3: Yea. He couldn't believe his good fortune. He was speechless at that time. Good. The next question, why did the writer have been a good idea to tell everyone about his win? At that time, he thought that telling to others is a good idea. Why? What was the reason? X2 Who can try?
Ss: No one seemed to reply.
T3: She invited students by calling their names. She said, no idea? Say something. Called a student, and said, can you try?
S: Because ..the house.
T3: Ok. That is good because their house was besieged by the reporters and photographers and other people when they knew that he was the winner of the lottery.
Ok. What did the reporters wanted to know? The reporters besieged his house because of what? Because… Yes. Tsion.
S: The reporter..
T3: What? Please say it again.
S: አሳዛኙ
T3: Ok. Ok, good. Who can help her? The reporters, the photographers were around the winner's house. They wanted to take photographs, and they wanted to know what he wanted to buy by using that money. The next one, question number 4, how did the strangers reaction when they herd..? Ok, Teferi.
S: Give me some money to start some business or for charity.

T3: Yea. People asked him to give them some money, to give it to business. Yea. That is good. The next one, why did the writer's family think it is a waste of time to learn to be a doctor? The writer wanted to be a doctor, but his family told him at that time not to learn as a doctor because of what? Because, ehh. What was their idea at that time? Learning as a doctor is a waste of time. They said like this. Why?
S: He decided to give it charity the rest invested.
T3: That is good…He gave some money for the family, some money for the charity and the rest is invested in the bank. That is good. The last question, what things are really necessary to make you happy? According to the reading text, money by itself doesn't make us happy. What are the other necessary things that make us happy?.. the writer by getting what? What things are really necessary to make you happy? Please Tiringo.
S: I realized that the lottery, good health and family.

T3: Yea. Good health, friends and family and living in a law abiding society. To be happy, these to be healthy, good family and living in a law abiding society. That is good. What would be the

next activity? I think you have idea about writing summary. What is summary? Summary means, it is the short version of the text. You have to write only the important points. You have to only take out the important points. What will be your homework, read this text .write important points, ..write a summary by using a few sentences; summarize this text. Write only the main points of the text; read again; try to understand, and write your points. It is your homework. Do it. For today, it is enough. Do you have a question?

Ss: No. They appeared to rush outside.

T3: If you have no question, we have finished our today's lesson. She departed students.

Teacher 3= Session2

Classroom Observation

Teacher entered the classroom and greeted students. Then, she started cleaning the blackboard. Next, she wrote the topic of the passage on the board including the date.

English- 17/ 09/14

B 8.5: Reading

When I won the Lottery Page 148

Teacher said, "All of you takeout your textbook on page 148. Yabisira, sit down." Ok, today we are going to read a text about the person who won a lottery.
The title says*, When I won the lottery.* If you won a lottery, what would you do by using the money that get by winning the lottery? Page148. The topic says, When I won the lottery. Eh. If you win the lottery, what will you do? What will happen? Kalkidan! If you win a lottery, what would you do? ሎተሪ ቢደርሳችሁ ምንድነው እምታደርጉት?
S: I will buy a car.
T 3: You will buy a car. Ok. Another. Another. She invited a student. (Most of them were passive).
S: Give it to charity.
T 3: You will give it to charity. Or you will give it to the poor. Eh. Yes (to another student).
S: Build a house.
T3: You will build a house. Ok. That is good. Another!
S: Build a hospital.
T3: You will build a hospital. That is good idea.
If you won the lottery, you would do different things like buying a car, or travel to any other place, helping others by using the money, you can do different things. Do you think that getting the money makes you happy? You will be happy or not if you get that money?
Ss: Yes.
Ss: No. (some others)
T3: You will be happy?
Ss: Yes.
T 3: What about the people around you? Your father, mother, sister, brother and others. What will be their reaction? They will be happy or not?
Ss: Happy.
T 3: Yea. They will live good life, but do you think that getting money help to have good life?

Ss: They were hesitating to speak.

T3:There are other things like what? ገንዘብ ብቻውን ደስታ ያመጣል?

Ss: አያመጣም።።

T3: What do we need to live a good life?

Ss: Respect(in chorus).

T3: Respect. Yea. We have to respect others and people who live with us. Good. Another thing. What you need to live a good life? Another? What about your health, being healthy is also important. Ok. Now, we are going to read a text. Read it silently and individually. When we read, we have to use only our tongues. Don't move your lips. It is individual and silent activity. Read it silently.

Ss: Most of them did not seem to understand the instruction, and they work in pairs or in groups. A few of them ask the teacher to clarify the task.

T3: Went around the students and helped them by clarifying the confusions. She said, "Have you finished?"

Ss: Yes.

T3: Good. If you finish now, tell to your friends about what you read. Ok. ስለምንድነው ያነበባችሁት? እስቲ ንገሩኝ።። using a sentence, a single sentence or some words, tell to your friends.

T3: She walked around the students, and helped them at different desks. She said, if you have any question; if there is something difficult to understand, you can ask. እንዳትረዱት የከበዳችሁ ነገር ካለ ጠይቁ።።

Ss: They participate at different levels.

Ok. Now, who can tell us by using some words about what you read? About what you read.

ስለምን ጉዳይ ነው ያነበባችሁት ? About?

Ss: Responded different answers.

T3: Please, by raising your hands.

S: Raised her hand.

T3: Ok. Kelem.

S: Raised her hand.

T3: About..?

Ss: Lottery.

T3: Please raise your hands. Ok. Kelem.

S: Lottery.

T3: About lottery, what? What happened?

S: Ethiopian National Lottery. በኢትዮጵያ ውስጥ ከዛን ቻሪቲ፣ ለበጎ ድራጎት አርጎ፣ከዚያ በኋላ ደሞ ጉድ ሄልዚ፣ ጥሩ ጤነኝነት ፣friends and family ፣ ከጓደኞቹ ጋር ደስተኛ ይሆናል፤ ከዛን ደሞ living in law abiding society.

T 3: That is good. A person who wins a lottery, he becomes happy and his family…for charity. That is good. Another, if you have any additional idea… It is possible (you can stand up). Ok. Kalkidan.

S: When I won the lottery የሚለው ፣ ሎተሪ ሲወጣለት ያለው፣ big house ትልቅ ቤት ይገዛል፣ ካር ይገዛል፣ እና ደሞ ለተቸገሩ ዜጎች ለቻሪቲ ይረዳል፤ ….

T3: Ok. In the past time, he won the lottery. At that time, people told him to buy a house, a car and he can start his own business. That is good. Do you have any different idea? Do you have, any different idea? Ok. If you don't have, here are some questions, from 1 up to 7. First, try to

answer the questions individually; try to answer by yourself. Second, discuss and share ideas with your friends. Don't write the questions. Write your answers on a piece of paper. Don't write the full questions. I want you to write only the answer.
Immediately, she started supervising the students, and said, "first, try to do it by yourself." Start now to do.
Ss: ሁሉንም እንስራው? (Shall we do all?)
T3: Yes. The questions 1up to 7.
Ss: They prefer to do in groups, and started to discuss on the task.
T3: Went around the students and supervised if they were working the task.
If there is any problem, you can ask. If there is something difficult to understand, ask.
Ss: A few students seemed to be careless about the task. Students on a few desks asked the teacher, and she tried to solve their problems.
T3: What was the writer's feeling when he heard that he was a winner?
Ss: Students raised their hands. Teacher said, Ok. Yabsera.
S: Some say money may not bring happiness.
T3: Please say it again.
S: Some say that money may not bring happiness.
T3: Some said that money may not bring happiness. You are right, but what was the writer's feeling at that time? Ehh.. What happened?
Ss: Raised their hands (a few).
T3: Ok. Kalkidan.
S: This is especially true for those who have won the lottery.
T 3: Ok. What was true? What was the truth?
S: (Kalkidan)..ማለት ነው።
T3: You are right.
S: Raised his hand.
T3: Wondu.
S: I couldn't believe …
T3: Yea. You are right. He couldn't believe his good fortune. He was speechless at that time. You are right. That is good. The next question, question number 2 says, why *did the* writer may not have been a good idea to tell everyone about his win; it may not be a good idea because of what? because of what? What happened when people heard he was the winner?
T: Kalkidan.
S: He was speechless. He would
T3: Yea. His .. good fortune , but at that time, when he known he was the winner, what happened around their house? The good idea to tell others because of what? ለሰዎች ማወቃቸው ጥሩ አደለም ብሎ ያሰበው ለምን ነበር? ምን ተፈጠረ ቤታቸው አካባቢ? Ehh.. She observed the class in search of participants.
Ss: However, students, didn't seem to know the answer. Ehh.. Meron. You can give other… Their house was besieged by reporters. ቤታቸው በምን ተከበበ?
Ss: በጋዜጠኞች።
T3: በጋዜጠኞች፤ So because of that to tell to everyone was not a good idea. Ok. The next one, what was the reporter's feedback? Ok. Please.
S: ..in the place

T3: They wanted photograph, interview and…what he would Ok. You are right. Question number four, what the ..felt when they heard of the lottery win? Ok. Kalkidan.
S: He tried to explain heard … and for this
T3: Say it again please.
S: He tried to explain …of the best.
T3: Yea. They .. the best way .some of them asked him to give ..some of them asked him to give Number five, what ..the writer wanted to *train* as a doctor.. but.. .a waste of time ዶክተር ሆኖ መሰልጠን ጊዜ ማጥፋት ነው አሉት፤ ምክንያታቸው ምን ነበር ? What was their reason? According to their opinion, people learn in order to get money. So you have a lot of money. So,.. ሰዎች የሚማሩት በነሱ አመለካከት፣በነሱ አስተሳሰብ ገንዘብ ለማግኘት ነው፤ አንተ ገንዘብ አለህ፤ ስለዚህ ዶክተር መሆን መማሩ፣መሰልጠኑ ጊዜ ማጥፋት ነው አሉት።
Ok. The next one, [question number] 6. What did the writer finally decide to do with the money? Finally, he made his own decision. What was his decision?
S: Raised her hand.
T3: Ok. Please, Kalkidan.
S: He decided to give some money to .. and the rest to invest in the bank.
T3: Yea. .. the charity and the rest , and the rest he invested in the bank. You are right. Ok. Finally, the last question, what things are really necessary to make you happy? According to the writer's opinion, to be happy, what is important? Ehh. ጸሃፊው እንደነገረን፣ ጥሩ ህይወት ለመኖር፣ ጥሩ ኑሮ ለመኖር ምንድነው የሚያስፈልገው? Ehh..
S: Good health, family
T3: ቤተሰብ ፣ ጤና ሌላስ ምን ያስፈልጋል?
Ss: ጓደኛ።
T3: ጓደኛ እና ህግን አክብሮ እሚኖር ሶሳይቲ ያስፈልጋል ማለት ነው። That is good. Ok. The next activity, listen. I will give you home work. I think, you have ideas about writing summary. What is summary? Summary means what? What is summary? Summary contains what?
S: ማጠቃለያ።
T3: Can you explain it? What does it mean?
Ss: Raised their hands;
T3: Ok. Etenesh.
S: ማጠቃለያ ማለት አንድን ነገር አረፍተነገርም ሆነ ጥያቄም ሆነ እምናጠቃልልበት፣ ለምሳሌ ባማርኛው.. በግስ ነው፤ ስለዚህ ማጠቃለያ ማለት ለምሳሌ ልቦለድ ተረት ምናምን ከሆነ ደሞ.. አረፍተነገር …ምናምን ጨርሰን..
T3: Ok. When we study, it is good to write a summary. When you write a summary, what you have to do? For example, when you take your biology lesson unit one, it is about cell. There are different points..
Ss: Cells…
If we study about cell, there are different points on that topic. When you study, you have to read and understand. And you have to take the main points and important points. That is summary. It is shorter than the original text. If 25 page may be , but if you write it in one page or two pages, in short by writing the main points, it is summary. ለምሳሌ .. እሚያወራ እንድ 25 ገጽ ሊሆን ይችላል። እናንተ ዋናውን ነጥብ አውጥታችሁ ብትጽፉት ምን ሊሆን ይችላል? That is summary. Summary is a short version of a longer text. It contains only the main points. You have to understand and

identify the main points. Writing summary is reading and understanding the text. After that, finding out the main points. You have to first know what is the main point and supporting ideas. Then, you have to summarise. Here is a reading text. It contains three paragraphs. Read it and try to understand. Takeout the main points. You can write this text in two or three sentences, taking the main points. Now, what is your homework? Read. Take the main points. It is your homework. Do you have any question?
Ss: No.
T3: Thank you.

Teacher 3= Session 3

A.11.9 Reading: The World in Danger, Page198 - 08/ 10/14 E C

In this lesson, teacher entered the class and said, "Good afternoon students."

Ss: Good afternoon teacher. A girl received a duster from the teacher and started cleaning the chalkboard. The period was after a break or rest time. Students were still coming to class one after the other.
T3 said, Thank you very much to the girl who cleaned the board. Then, she started writing on the board the above title. She said, "All of you takeout your homework and your text book on page 199." Ok. Last period, you were asked to match the animals with their expression of using the *adjectives*. The first question as example, we can say, as dead as a dodo. This means if there is no hope of something, we can say as dead as a dodo. Ok. The next example: What we can say, question number one, what we can say?
Ss: Mule.
T3: Mule. It is mule, yea. What we can say about mule?
Ss: D
T3: D. What it says? As stubborn as a mule; you can say. What about the next question, Ox? What we can say? Don't write. Tell us the answer. Ok. Please Beza. What we can say?
S: G
T3: As strong as an ox. You can say. You are right. The next one, fox. Ok. Wagaye.
S: A
T: What it says?
S: Cunning.
T3: Cunning. As cunning as a fox; we can say. Ok. The next one, mouse, mouse eh.
S: E, E..(Timid)
T3: Again. What? As.
Ss: .. a mouse. Together.
T3: A mouse. The next one tortoise. Ok. Please. Eh.
S: E.
T3: E. As slow as a tortoise. Ok. The next one mouse.
Ss: E.
T3: As timid as a mouse; you can say. As slow as a tortoise. Right. The next one is bee.
Ss: B (busy).
T3: As busy as a bee. The last one bat.
Ss: C.
T3: As blind as?
Ss: Bat.

T 3: As blind as a bat. We can say like that.
Ok. Our today's lesson is reading. Now, we are going to read a text about, The World in danger. Before that, here are some words that are related with the reading text you are going to read. Look at the words, and try to put in alphabetical order. Alphabetical order means what? It is putting the words in what order? A B C D up to?
Ss: Z.
T3: Z. Yea. You are right. Now put the given words in alphabetical order. And try to find or discuss the meaning of the words. If you don't know, we will discuss together. Now, put in order and try to guess the meaning. Please now. Please put them in alphabetical order and, try to guess the meaning of the words. You can use the words in the passage. Put in alphabetical order.
Ss: Started discussing on the task.
T3: Have you got the words like pray, settler, ivory, domestic, skeleton, tusk and horn. Try to put in alphabetical order. Hurry up.
Ss: Some discussed on the task; a few of them seemed to show low interest, and didn't focus on the task. A few seemed to read the text individually.
T3: Supervised students and helped them. She checked if they have finished the activity. After 3 minutes, she said, " Have you finished reading?"
Ss: No. And they continued reading.
T3: Hurry up. Please try to finish. She went to a pair of students and asked quietly, what is the meaning of domestic? Do you know the meaning of the words?
S: Responded in Amharic (Not audible).
T3: Say it in English.
S: Responded.
T3: Ok. That is enough. Now, which word will be the first?
S: Raised her hand.
T3: Ok. Kelemua, please.
S: Domestic.
T3: Domestic. You are right. Domestic means what? What does domestic mean?
S: Animal.
T3: What kind of animal? You are right. That is an animal. What type of animal? That will be a lion, a snake, or a dog.
S: A lion.
T3: Domestic means what? What type of animal?
S: Animal. (Students did not seem to understand the question and the reading text).
T3: Yea. She said it is an animal. But what kind of animal we call domestic?
S: Live.
T3: Yea. The animal that lives with human beings. Human beings care that animal for some purpose. That may be for food, for egg, or for transport. For different purposes, human beings live with animals. We call those animals domestic like dog, hen, sheep, goat, cow and like that. Ok. The next one, the next word will be what? Please (invited a student).
S: Extinct.
T3: Extinct. What does it mean extinct? For example, in this time, dinosaurs are extinct from the world. Extinct means what?
S: የጠፋ

T3: Yea. No longer exists in the world. It is destroyed. There is no in life that animal. So, extinct means what? የጠፋ፣ የማናገኘው ማለት ነው። Next to extinct, the next word, horn. Horn means, eh.

S: ቀንድ።

T3: ቀንድ፡ In English, what can you say? It is a hard structure that we can get on the head of some animals like sheep,

S: Ox.

T3: Ox, got, cow. You are right. Next to horn?

Ss: Ivory.

T3: Ivory. Ok. What is ivory? What is ivory? Ivory means? Ivory. It is a hard structure like horn. You can get it on the mouth of elephant like that. Ok. It is what?

S: ኩምቢ

T3: What you say?

S: ኩምቢ ::

T3: It is a hard structure. It is white. It is like teeth. Kumbi is not hard. You can get on the elephants' mouth. What is that? Ivory. It is white and hard structure. It is very expensive. It is very expensive. What is that? White, hard structure that you can get on the mouth of elephants. What is that? It is like teeth, but it is long.

S: Giraffe.

T3: No. Have you ever seen an elephant? May be on television or pictures, or poster, have you ever seen?

S:Whispered, murmured each other. Yes. No..

T3: ኤለፋንት አይታችሁ ታውቃላችሁ? ከኩምቢው ሌላ?

S: Answered differently(not audible).

T3: What is that? What is that?

S: A *corn.*

T3: Yea. It is a long teeth like structure. የዝሆን ጥርስ ሲባል ሰምታችሁ አታውቁም ?

Ss፡ አው።

T3: ረጅም ነው።Yea. It is very expensive. It is used to make ornaments and jewelries. Ok. The next one, next to ivory:

Ss: Pray.

T3: Pray. What is pray? Pray means? Ok. People or animals may kill other animals in order to get food. This is pray. What is pray? For example, a lion may kill a dear to get food. Ehh. What is pray? Or human beings will go to the forest and kill animals in order to eat.

S: ምግብ ማግኘት ። (Getting food.)

T3: ምግብ ማግኘት ምን ማለት ነው? እንስሳትን ገሎ ፤ አድኖ ምን ማድረግ ነው? ለምግብ ፐርፐዝ ሊሆን ይችላል፤ ለቆዳቸው ወይም ለቀንዳቸው እንስሳትን ምን ማድረግ ነው?

Ss: ማደን። (Pray)

T3: Next to the word pray.

Ss: Skeleton(some), settler (others).

T3: Which one? settler or skeleton?

Ss: Settler.

S: It is settler.

T3: Settler. S, next to E, which comes first K or E?

Ss: E.
T3: So, settler. What does the word settler mean? Settler? People will go somewhere in order to live in that place. In that place, there will not be people before in that place. Or the number of people will be a few before that time. Where a group of people go somewhere in order to live; in that place at that time there will not be a lot of people. ካሁን ቀደም ብዙ ሰው ያልኖረበት ቦታ ሄዶ ሞስፈር What we call this? Settler. The people, we call them, settlers.
Ok. The next word is skeleton. I think, this word is not new for you. You have learnt it in your biology lesson. Ok. Skeleton means what?
Ss: Skeleton is framework.
T3: Yea. It is a framework of some, For example, human beings without a flesh or meat. Their main structure is what?
Ss: Skeleton.
T3: Skeleton. The last word is what?
Ss: Tusk.
T3: Tusk, What is tusk?
Ss: Replied differently. Discuss.
T3: We have discussed before about this word. For example, what we have said, elephants' long piece what is that? We discussed before. It is what? This one.
Ss: Whispered (not audible).
T3: Ok. Now, you are going to read. Look at the animals that you look here. Do you know these animals? Have you ever seen these animals?
Ss: Yes.
T3: Yes. What about this animal? (Pointing on the book). It looks like what?
Ss: Dodo. (A student answered without understanding).
T3: It looks like a hen, like that. The next one, what about this? Ok.
Ss: Hippo.
T3: Is that hippo?
S: Hippopotamus.
T3: Is that? I don't think so. Ok. You will get it in the passage. What about this one?
Ss: Monkey.
T3: Is this monkey? Chimpanzee. Ok. The last one?
Ss: Elephant.
T3: Elephant. Now, you are going to read about the given animals. Read silently and individually.
Ss: Some read in groups. A few read loudly. A few try to share books.
T3: Shi.. shi.. Please read silently. Don't move your lips. You have to read only by moving your eyes. ከንፈር ማንቀሳቀስ አያስፈልግም። ባይናችሁ ብቻ. Good readers use their eyes only when they read. She moved and checked if students were working, and helped students who seemed to be confused. After around 6 minutes, she said, "have you finished?"
Ss: No. They continued reading.
T3: If you have finished, tell to your friends about what you read. Tell in short. By using a phrase or a sentence about what you read. ከጨረሳችሁ ስለምን እንዳነበባችሁ ለጓገናችሁ ንገሯቸው።
Ss: Discussed in English and in Amharic.
T3: Good. Ok. Now, who can tell us about what you read? Who can tell us in short? Who

can tell us? No, no one. Yes. Kalkidan, can you try? Please tell us.

S: ዶዶ የሚገኝው…በ ነውስላይስ ኦፍ ፐልስ እሚገኝው፤ ባሁኑ ጊዜ እሚገኝው ጭንቅላቱና ሁለት ላርጅ እግሮች አሉት፤ ሰዎች እሷን ለማደን ይመጣሉ፤እንትን እምትለው፣ ላርጅ ሾርት ልግ አላት፣ላርጅ ሄድ አላት፤ ቀጣይ ደግሞ ኤለፋንት ነው፤ ለማደን ይመጣሉ፤ እየመጡ ይገዙታል፤ ቀጠሉ ገንዘብ ያገኙበታል።ሶስተኛው ደሞ ሪሀኖ ነው። እሱ ደሞ ዳንጀረስ፣ አደገኛ ነው፤ ከዚህ አለም ላይ ጠፍቷል፤ እና ደሞ ማጂክ ፎረስት

T3: Good. If you have any additional idea. OK. Any additional idea.

Ok. If you don't have additional idea, that is good. At this time, as you said, Dodo is extinct. At this time, there is no dodo in the world because of what? People. People killed dodo before 300 years. This time, there is no dodo. And, other animals like elephant and rhino are in the risk of becoming extinct. So, we have to take care for those animals and for the place where they live. Otherwise, our world is in danger; if there is no forest, if there is no animal, the life of human beings is also in danger. This is the story.

Now, you are going to answer the questions. Answer the questions. Don't write the questions. I want you to give short answers. Discuss and give short answers on a piece of paper quickly. Join your friends and answer the questions by discussing with friends. Don't write the questions. I want only the answers on a piece of paper. መልሱን በወረቀት ለይ እንትጽፉት ብቻ ነው እምፈልገው፤ Try to answer quickly. Hurry up.

Ss: Most of them showed eagerness to do the activity. A few students seemed to do individually, and the majority of the students work I pairs or in groups.

T3: She went around each group of students, and supervised them. She clarified instructions by using the students' mother tongue. She said," if there is any difficult question, you can ask - difficult words to understand the questions." She helped students in groups. She checked students by asking questions. Have you finished?

Ss: Yes.

T3: If you finished, now let us do the questions. The first question says, where did the dodo live? In the past time, where did the dodo live?

Ss: Raised their hands.

T3: Ok, Kelemua.

S: In the Indian Oceans.

T3: Ok. In the Indian Ocean, Ok. It is good. Let us say specifically, specific. OK, Yabisira.

S: On the Iceland of Mauritius.

T3: On the Iceland of Mauritius. In the Indian Ocean, good. The next question is, why did the sailors kill the dodos? What was the reason? Ok. Kalkidan.

S: Because for their fresh meat.

T3: Yea. Because for their fresh meat, in order to eat their fresh meat. That is good. Ok. Number three, how did pigs help destroy the dodo? Ok, Yabisira.

S: The pigs destroyed many of the eggs and the young dodos.

T3: Yea. The pigs eat the dodos' eggs and young dodos. That is good. The next one, why will never there be another dodo? There is no another dodo. Why? Ok. Kelemua. There is no another dodo in the world, because of what?

S: Left on the of the Iceland.

T3: What?

S: Left on the Iceland.

T3: Left on the Iceland. In this time, there is no dodo. You can't see. You never see the dodos. Why? ባሁኑ ሰዓት ዶዶ የለም ። ለምንድነው? ምን ስለሆኑ ነው ?

Ss: ስለጠፉ::

T3: Because they became extinct. ስለጠፉ ነው። Because they became extinct. The next question, in what way is the elephant like the dodo? In which side is the elephant similar to the dodo, in what way? Ok. Kalkidan.

S: They *win* the ivory to make ornament and jewelry.

T3: Yea. They are killed for their what? Ivories. Do people kill elephants to make useful things? People kill elephants in order to get what? For useful things or not?

S: Useful things.

T3: For useful things…by using their ivory, what do they make? They make what? You said before. By using their ivory, they make what? Jewelries and ornaments. Is that useful?

S: No.

T3: No.

The next question, do you think people should buy things made of ivory in order to save the life of the elephants? Is that important to buy the ivory? Ehh. This is the question. Do you think that people should buy things made of the ivory? Eh.

S: Diamond.

T3: No. Listen again. People kill the elephant in order to get the ivory. The question says, do you think people should buy the things that are made of ivory? ከን ..የተሰራ ነገር መግዛት አለባቸው ብላችሁ ታስባላችሁ?

T3: No. Because if you buy the ornaments or jewelries that are made of the ivory ..will continue the killing of the animals. We don't have to buy ornaments made from ivory. The last question, *look* after animals and plants? If we don't take care for the animals and for forests, what will happen? ያኒማሎቹን መኖሪያ ካልጠበቅን፣ አኒማሎቹን ካልጠበቅን ምን ይከሰታል?

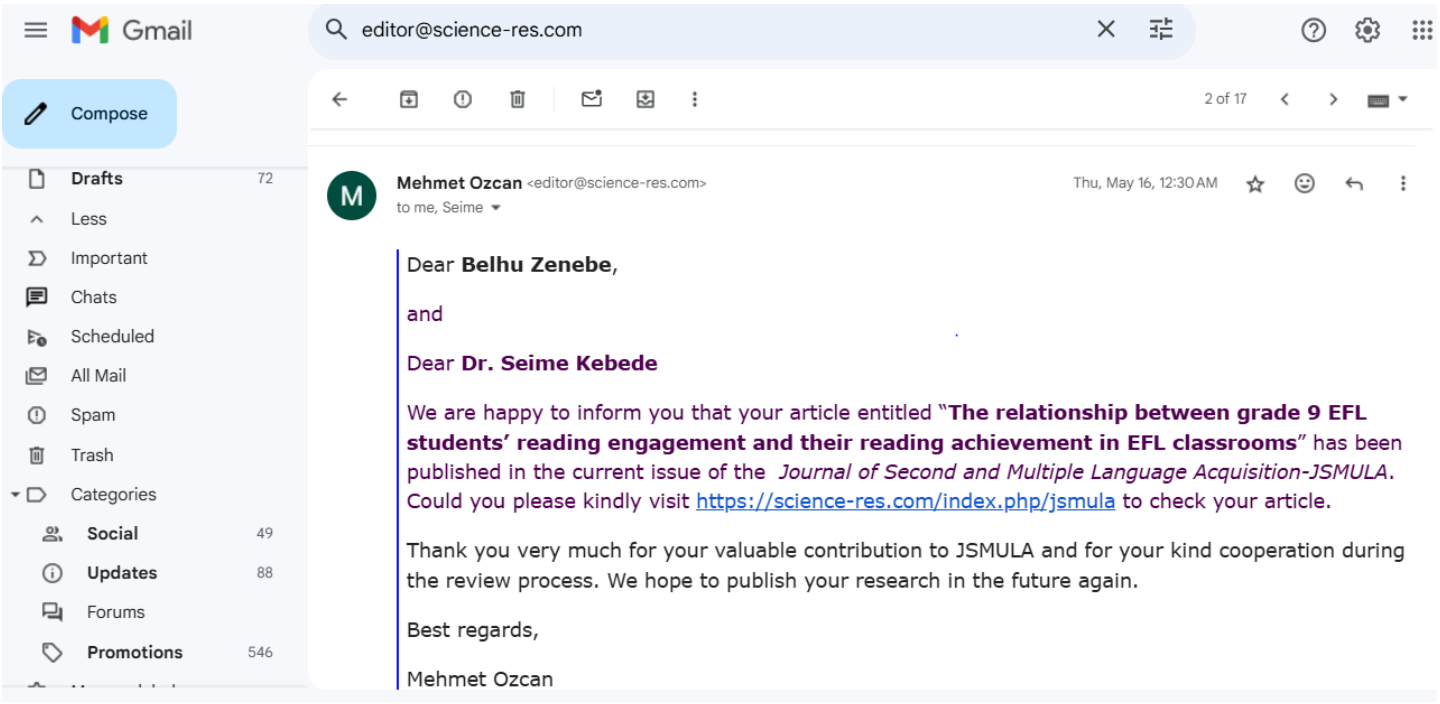
Ss: Did not give clear answer.

T3: The animal will be what? In danger. They will be extinct if we don't keep their forest. The animals will be what? They will be extinct. They are in danger. So, if they become in danger, we are also in danger. The world has its own balance between the animals and the plants the human beings. So, የአኒማል መኖሪያዎቹን ካልጠበቅን.. So, we have to keep their forest for the animals. This is our today's lesson. If you have any question, you can ask. Do you have any question?

Ss: No.

T3: If there is no question, that is all.

APPENDIX H1: First Article Published



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2 of 17

Mehmet Ozcan <editor@science-res.com>
to me, Seime

Thu, May 16, 12:30 AM

Dear **Belhu Zenebe**,

and

Dear **Dr. Seime Kebede**

We are happy to inform you that your article entitled "**The relationship between grade 9 EFL students' reading engagement and their reading achievement in EFL classrooms**" has been published in the current issue of the *Journal of Second and Multiple Language Acquisition-JSMULA*. Could you please kindly visit https://science-res.com/index.php/jsmula to check your article.

Thank you very much for your valuable contribution to JSMULA and for your kind cooperation during the review process. We hope to publish your research in the future again.

Best regards,

Mehmet Ozcan

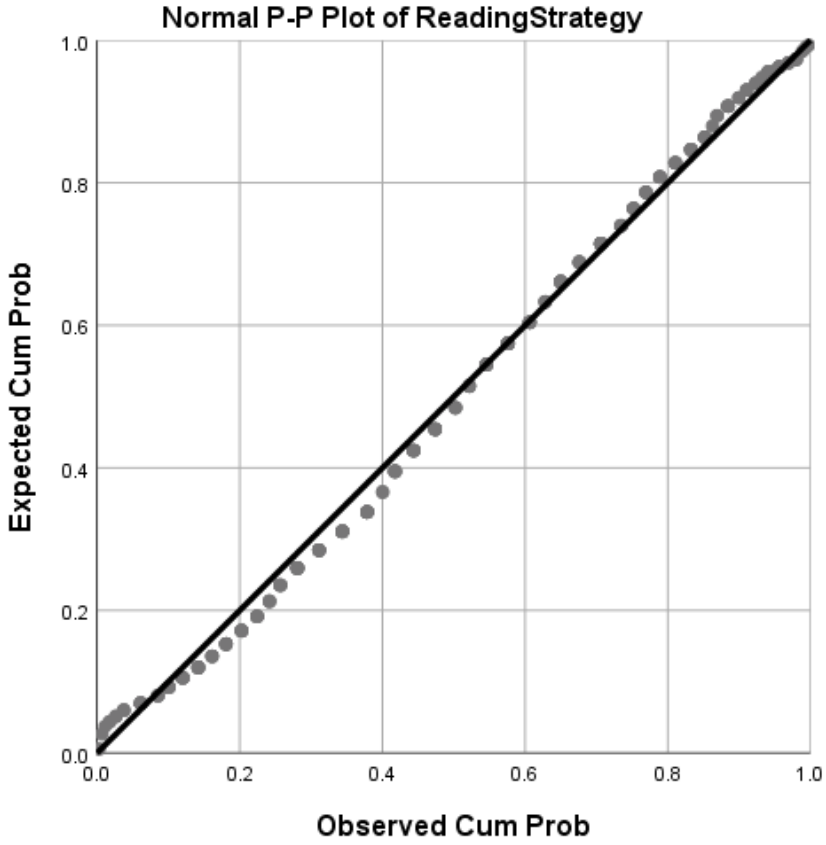
DOI: https://doi.org/10.5281/zenodo.11195920

Appendix H2: Second Article Published

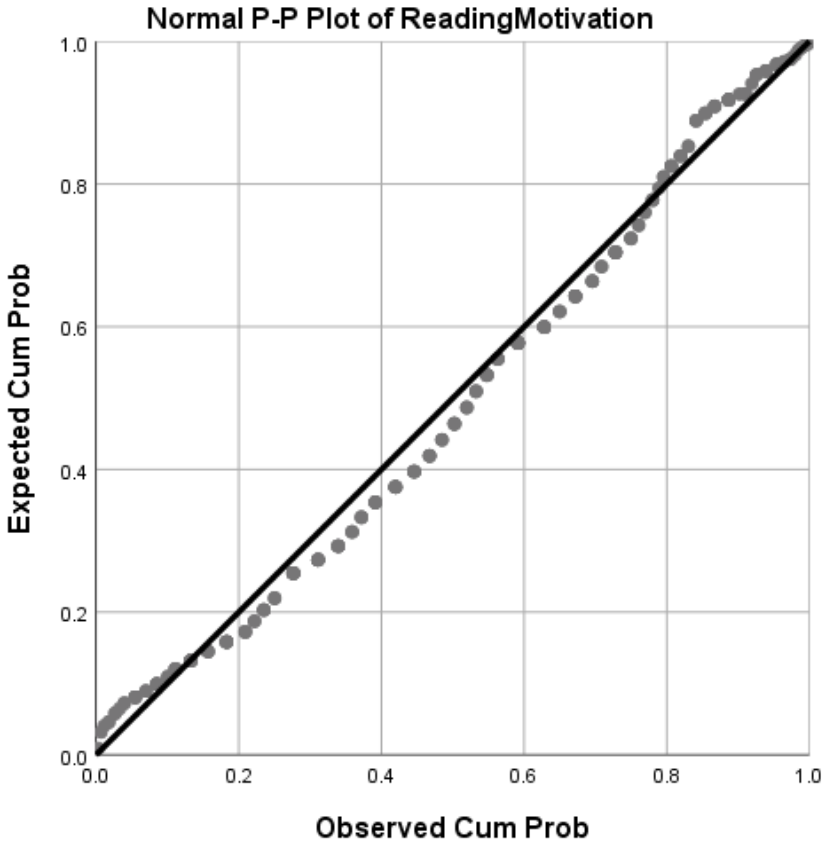
DOI: https://doi.org/10.69475/RATEI.2024.2.1

Appendix I: Normality Tests of P-P plots for Questionnaires

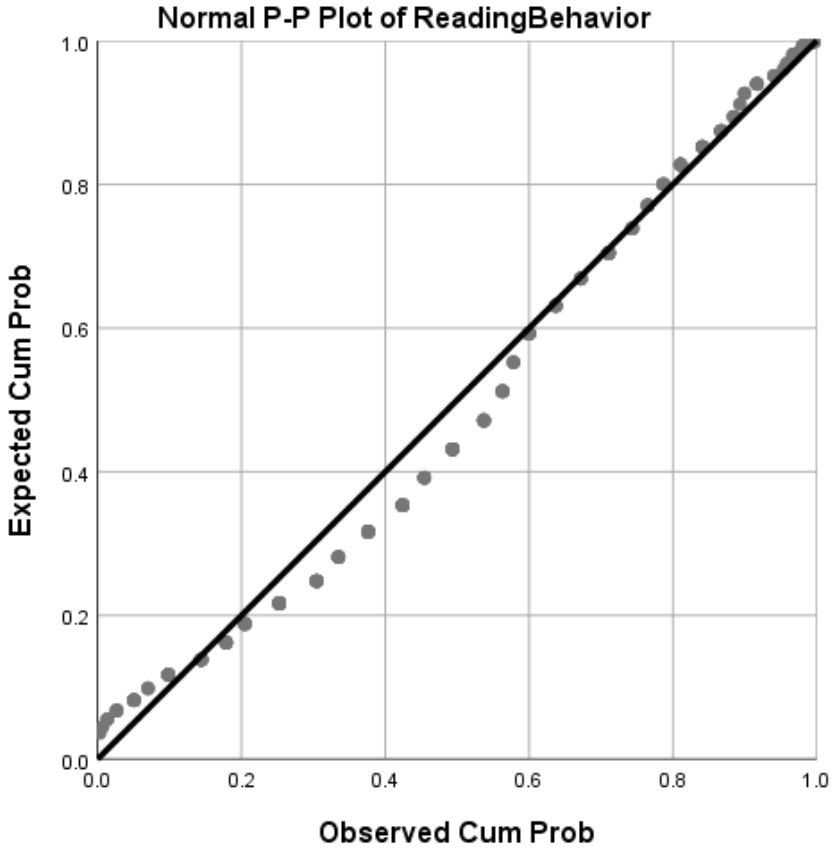
Appendix I1: Normality Tests of P-P plots for Servey of Reading Strategies



APPENDIX I2: NormalityTest of P-P Plot for ReadingMotivationQuestionnaire



APPENDIX I3: Normality Tests of P-P plots for Reading Behavior Questionnaire



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The relationship between grade 9 EFL students' reading engagement and their reading achievement in EFL classrooms

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Abstract

This study investigated the association between reading engagement and reading achievement of grade 9 EFL students of Debre Eba General Secondary school, North Shewa zone, Ethiopia. It also determined the predictive powers of reading engagement factors on reading achievement. The participants of the study were 120 grade 9 EFL students enrolled in 2021 academic year. While a correlational type of research design was employed, questionnaire and reading achievement test were used to collect data. Simple correlations, multiple regression and standardized regression coefficients were employed to perform data analyses. The findings of the study have revealed that there was a significant connection between each aspect of students' reading engagement and their reading achievement. Each of the three reading engagement aspects, namely, strategy, motivation and behavior had moderate, positive as well as significant correlations with reading achievement. The findings also indicated that the three aspects of reading engagement: reading strategy, reading motivation and reading behavior together were found to be statistically significant predictors of reading achievement. Among the three aspects, motivation and behavior were statistically significant predictors of reading achievement, while the influence of motivation is stronger. Thus, it can be concluded that students' high reading engagement aspects are associated to their high reading achievement in reading classes. Hence, it is crucial to take in to account the reading engagement aspects: strategy, motivation and behavior in reading classes to enhance students' reading achievement.

Keywords: Reading engagement, cognitive engagement, motivational engagement, behavioral engagement, reading achievement

1. Introduction

English is the most widely used language in our world today, and it has many purposes to serve. In Ethiopia too, English language is used for many vital purposes in both academic and non-academic settings. As Gerencheal and Mishra (2019) state, English is currently becoming more widely used in a variety of situations, including education, business, publication in governmental and non-governmental organizations. Of course, English was an essential language even since many years ago in the country. Berkessa (2001) asserts that English has been allocated an important place,

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both as a medium of instruction and as a means of communication since the beginning of modern education in the country (for about a century). In the current education and training policy of Ethiopia, English is the language of instruction for secondary and higher education. English is also given as a subject starting from grade one across the nation. Besides, the language is used in the tertiary education system as a medium of instruction. Aside from these, English is the working language at every university in the nation. The previous evidences indicate that English language plays a pivotal role in many aspects of an individual's life in Ethiopia. Thus, every literate Ethiopian is expected to develop one's competence of the language in order to succeed in academic as well as non-academic contexts.

This being the fact, Ethiopian students seem to have weak English language competence and performance. The researchers' experience indicates that particularly, secondary school students lack the basic communication skills of the English language. Regardless of the importance English enjoys and the various initiatives taken to help students become fluent in the language at schools and universities (in Ethiopia), students and graduates fail to achieve the requisite proficiency of the English language practically in every skill (Niguse, 2013). In addition, evaluations from specialists, secondary school teachers, and the greater educational community indicate that many students struggle to comprehend what they read (Mulatu & Regassa, 2022). Based on these justifications and from personal observations, it would be inferred that Ethiopian secondary school students seem to have inadequacy in reading competence and reading achievement, which are expected to be mainly determined by their reading engagement. Thus, Ethiopian secondary school students' reading achievement needs a critical attention from stakeholders like educators and researchers. To this end, it appears necessary that secondary school students' reading achievement should be investigated in relation to their reading engagement which could be closely related to students' English language learning.

Research indicates that students' reading engagement is associated to their reading achievement (Guthrie & Wigfield, 2000, Protacio, 2013). The researchers of this study believed that the association between learners' reading engagement and their reading achievement should be studied in order to suggest solutions for the improvement of secondary school students' language learning and their reading achievement. The current study, therefore, explored weather there is a relationship between secondary school students' reading engagement aspects and their reading achievement in EFL reading classes.

1.1. Reading

Reading appears to be the most crucial of the four basic language abilities for it is the major means in which school-age children acquire knowledge and skills of English as well as other subjects. "This skill allows students to have access to ideas communicated by people in different locations and eras, giving them the opportunity to broaden their horizons and deepen their knowledge of the world" (Teixeira, 2014:1). As Teixera further explains, reading in a foreign language is a vital tool for boosting

students' studies and employment chances in a globalized environment as well as for fostering their personal and cognitive growth. Hence, it can be concluded that reading skill means a lot of things, especially for English as a foreign language (EFL) learners, and it is imperative to understand more about its nature.

Nunan (1998), as cited in Tercanlioglu (2001) points out that reading is decoding written symbols, which is the process starting with smaller elements (individual letters) and progresses to larger units (words, clauses, and sentences). As Grabe and Stoller (2011) assert, reading comprehension requires a wide range of cognitive abilities that must be coordinated in order to function at their best. Besides, reading is not simply the attaching of sound to grapheme. It includes meaning in a fundamental way (Herath, 2010). Herath adds that reading is beyond merely the cognitive task of word deciphering, fluent reading, or text understanding; it is becoming deeply involved, fascinated, absorbed and immersed in a text, means engaged. Based on these ideas, it can be concluded that reading is very broad and complex in terms of both concept and process, having many features like cognition, motivation and social relations.

1.2. Reading Engagement

While reading skill is an important factor in building students' knowledge and skills, it appears reading engagement that helps students to ultimately comprehend texts and achieve better results in reading comprehension. Reading engagement, which is a recent phenomenon in fields such as psychology, education and language, is defined by scholars differently. As stated by Guthrie and Wigfield (2000) and Protacio (2013), reading engagement means the joint functioning of motivation, conceptual knowledge, strategies, and social interactions during literacy activities. For Unrau and Quirk (2014), reading engagement includes behavioral, motivational, and cognitive processes like curiosity, reading involvement, and active problem-solving. As per Guthrie and Wig field (2000), highly engaged readers are individuals who are driven to read, apply reading strategies, use reading to extract meaning from texts, and engage in social collaborations related to reading.

Fredricks, Blumenfeld and Paris (2004) point out that the concept of [academic] engagement is multidimensional and includes three major components: behavioral engagement (actively carrying out learning tasks), cognitive engagement (using sophisticated techniques to promote deep learning), and motivational engagement (enjoying learning tasks and demonstrating enthusiasm for learning). In accordance with this general view, engagement to read has been regarded by Taboada et al. (2013) as the collaboration of cognitive, emotional and behavioral procedures during reading comprehension process. Thus, it can be argued that specifically, reading engagement has three dimensions, namely cognitive (reading strategies), motivational (reading motivation) and behavioral (reading behaviors). These aspects are interrelated to each other, and when they are well integrated during a reading process, a reader becomes engaged and ultimately comprehends a text effectively.

1.3. The Relationship between Reading Engagement and Reading Achievement

Scholars argue that there is a close association between reading engagement and reading achievement (Guthrie & Wigfield, 2000; Protacio, 2013). According to Mete (2020), primary school students' reading engagement and reading comprehension demonstrated a strong positive association. Fredricks et al. (2004) on their part argue that students need to be actively engaged in order to achieve. The concept of learner engagement and its relationship to academic success have come to the forefront of educational research in recent years (Fredericks, Blumenfeld & Paris, 2004). It is claimed that since higher achievement is typically associated with more academically engaged students (Reschly & Christianson, 2012), the interest in engagement stems from a desire to improve student learning. "Reading engagement has been found to be a predictor of reading comprehension and reading achievement" (Taboada et al., 2013:309). It can be deduced that engaging students in language learning activities, especially in reading tasks, can help enhance their reading achievement. Therefore, as students' reading engagement is crucial for their effective text comprehension and reading achievement, it should be studied in the Ethiopian language instruction context to ultimately improve students' reading achievement.

Learners' reading engagement can be affected by various internal or external factors. As stated by Bass-Dolivan (2011), reading comprehension and reading engagement are influenced by behaviors of L2 learners, including cognitive and social factors, individual learner characteristics, affective concerns, motivation, learning styles, and learning strategies. Guthrie (1996) also pin point that factors connected to the students, including self-esteem and self-concept, prior knowledge and interests relevant to the text's content, motivation to learn, the capacity for planning and critical thought, and knowledge from prior interactions with the teacher and other students can facilitate or hinder reading. Besides, reading engagement is characterized as a malleable construct which can be improved by teachers using different strategies and instructional practices in reading classes.

Although reading engagement is claimed to be a central factor in facilitating ELLs reading success, few researchers have examined the association between reading engagement and reading achievement in EFL context by subsuming its three major dimensions- cognitive, motivational and behavioral (Guthrie & Wig field, 2000; Taboada et al., 2013; Lee, 2017; Protacio, 2013). The majority of earlier research on the issue focuses on just one or two engagement categories at a time.

Previous researchers have studied the association between reading engagement and reading achievement in different forms. Lee (2017) conducted a study on the relationship between student engagement (behavioral and motivational) and academic (reading) performance. She used U.S. data of the Program for International Student Assessment (PISA), 2000 (OECD, 2000) with a sample of 3,268 15 year old students selected from 121 US schools. The results disclosed that behavioral and motivational engagement significantly predicted reading performance. Lee's correlational study was done on the association between general engagement and

specifically on reading skill, but it did not consider the cognitive aspect of engagement as well as specific aspects of reading engagement.

In a qualitative study, Protacio (2013) has conducted a case study on the reading engagement of 4 middle school students in USA to check what contributes to English language learners'(ELLs) reading engagement and if strategy, motivation, conceptual knowledge and social relations account for reading engagement. She found that these 4 variables are essential components of students' reading engagement. The study has also indicated that students who were disengaged readers were also found to be those who typically have lower levels of reading achievement. This implies that students' high reading engagement is associated to their high reading engagement. However, Protacio's study didn't examine reading engagement quantitatively.

In Turkey, Mete (2020) carried out research on the impact of the reading engagement model on grade 6 students' reading achievement and engagement in reading. Adopting the Pretest-Posttest Control Group design, 62 students were involved in the control and experimental groups. In the experimental group, 36 class hours of implementations focusing on the Reading Engagement Model were conducted and the reading comprehension strategies were taught. In the control group, activities in the course book were implemented based on the curriculum. Students' reading comprehension achievement was measured by reading achievement test, and reading engagement levels were evaluated by the Reading Engagement Index to the groups as pretests and posttests. Finally, the experimental group who implemented the Reading Engagement Model revealed a significant difference relative to the control group. Thus, in the experimental group, the students' reading performance and reading engagement levels get improved relatively. Besides, there was a high, positive and significant correlation between reading comprehension and reading engagement intensities ($r = .771$, $p < 0.01$).

Although the existing researches explored the link between reading engagement and reading achievement, they did not directly and comprehensively consider the association between reading engagement aspects and reading achievement at a classroom level. Besides, they have in adequacy in covering the three aspects (cognitive, motivational and behavioral) of reading engagement. To this end, in order to fill these major gaps, this study examined if an association exists between the students' reading engagement domains and their reading achievement. It also determined the predictive powers of reading engagement aspects (strategy, motivation and behavior) on students' reading achievement. By filling the gaps in the literature, the study is expected to shed light on the understanding about the link between reading engagement and reading success in language education context. In line with the objective stated above, the key research questions were set as follows.

1. Is there a significant relationship between grade 9 EFL students' reading engagement aspects (each) and their reading achievement in reading classes?
2. Do grade 9 EFL students' reading engagement aspects predict their

reading achievement in reading classes?
3. Which aspects of the students' reading engagement contribute to the influence on their reading achievement?

2. Methodology

2.1. The Research Design

The current research employed a correlational research design. As per Creswell (2012:338), "correlational designs provide an opportunity for a researcher to predict scores and explain the relationship among variables". Creswell adds that in correlational research designs, investigators use the correlation statistical test to describe and measure the degree of association (or relationship) between two or more variables or sets of scores. Creswell (2012) describes that in this design, the researchers relate variables, using the correlation statistic, two or more scores for each (e.g., a student motivation and a student achievement score for each individual). Besides, as Gay et al. (2010:204) state that "correlational research includes gathering data to determine if, and to what degree, a relationship exists between two or more quantifiable variables. It also deals with if a set of independent variables predict a continuous variable." In short, correlational research designs are utilized when researchers want to study a relationship between independent variable(s) and dependent variable (s), and to determine the amount of association between the variables.

The current study is composed of multiple independent variables (reading strategy, reading motivation and reading behavior) and one dependent variable, reading achievement. Thus, a correlational research design is the most applicable design to be employed in this research.

2.2. Participants

Grade 9 students of Debre Eba General Secondary school, at Debreberhan town North Shewa Zone were involved in the study. The samples (120 students) were selected from a population of 870 students (homogeneous-Amharic mother tongue speakers) who were enrolled in 2021 in the school. Grade 9 is preferred for it is a transition period from grade 8 to grade 9, a new instruction style (e.g. a shift in medium of instruction from Amharic to English language). It is believed that the grade is a better stage of secondary school for future intervention.

2.3. Sample Size and Sampling Techniques

Selection of the School: Among the 85 general secondary schools in North Shewa zone, 7 schools are found in Debre Berhan town. For the purpose of this study, Debre Eba General Secondary school was selected purposively. The school was selected for the researcher is a staff member at Debreberhan University, which is closest to the school. This opportunity was helpful to collect sufficient and relevant information from the students in a more convenient manner.

Selection of the Students: In 2021, there were 870 grade 9 students at Debre Eba General Secondary school. Out of the total 870 students, about 14 % of them i.e. 120 students were selected using simple random sampling technique. Creswell (2012) points out that with the random sampling

technique, the researcher chooses the sample's participants (or units, such schools), ensuring that each person has an equal chance of being chosen from the population.

2.4. Data Collection Instruments

Students' reading engagement questionnaires and standardized reading achievement test were used to collect data. The two instruments that were utilized simultaneously to collect data are discussed and justified in depth as follows.

2.4.1. Reading Engagement Questionnaires

Reading engagement questionnaire is the combination of three questionnaires in line with the three aspects of reading engagement (strategy, motivation and behavior).

2.4.1.1. Survey of Reading Strategies

To assess the students' cognitive engagement, Survey of Reading Strategies developed by Mokhtari and Reichard (2002) was utilized which was initially created to assess the awareness of reading strategy use in native English language learners. However, it also systematically looks at the kind and frequency of reading strategies used by ESL adult and adolescent students when they read academic texts in English and newspapers. Internal consistency reliability coefficients for the survey's validation by Mokhtari and Reichard (2002) ranged from 0.89 to 0.93. The SORS has 30 questions testing three types of English reading strategies: global strategies, with 13 questions, problem-solving strategies, having 8 questions, and support strategies consisting of 9 items. A group of reading techniques geared toward a text's overall analysis were referred to as global reading strategies. Approaches to overcoming issues when reading material becomes challenging is the focus of problem-solving strategies. Whereas, support strategies deal with the utilization of external reference materials, taking notes, and other doable tactics that could be referred to as functional strategies.

This questionnaire was adapted and employed here as it is a valid and reliable tool. It was also used by previous ESL researchers such as Solak and Altay (2014), and Chen and Chen (2015). It was adapted in such a way that it suits the Ethiopian context. It takes approximately 10-12 minutes to complete. The scores indicate the rate of students' uses of survey in general and in each survey category.

2.4.1.2. Motivations for Reading Questionnaire

Wilde et al. (1996) note that the MRQ was prepared to assess 11 dimensions of reading motivations, including reading efficacy, many intrinsic and several extrinsic reading motivations, social aspects of reading, and the desire to avoid reading. It has passed through rigorous validation stages, with many versions, ranging from 53 to 82 items long.

One version of the MRQ, validated by Matsela, Wigfield and Mc Cann (1999) is the one in which out of the original 11 dimensions, 8 of them appeared to be sound. These best characterized reading motivation in

previous researchers. Thus, they were used in this research as the major subcomponents of motivation for reading. This survey consists of self-efficacy, three aspects of intrinsic motivation (curiosity, involvement, challenge) and two elements of extrinsic motivation (recognition, competition), social motivation and reading avoidance. This survey is a valid and consistent measure of pupils' motivation to read. The scale whose items are rated on a 5 –point Likert scale, takes about 10-15 minutes to fill in.

2.4.1.3. Reading Behavior Questionnaire

The subcomponent of Boakye's (2012) questionnaire (a part used to assess students' reading habits) was adapted to assess the reading behavior in the current study. Boakye (2012) confirms that the Cronbach Alpha was 0.68 for the pre-intervention survey and 0.67 for the post- intervention survey. The current researchers adapted this questionnaire and included few additional questions believed necessary. Then, they pilot tested the survey to check its validity and reliability in the Ethiopian context among students of another school together with the other questions in the MRQ and in the SORS. The survey was found to be valid as well as reliable to be used for this study.

The 20 items in this questionnaire focus on students' reading behaviors or habits, whether they read academic or no-academic texts. Additionally, they deal with how frequently children currently read. Twelve (12) of the items contribute to academic texts while eight (8) items represent non-academic texts.

Overall, the reading engagement questionnaire (the combination of the 3 surveys) was checked for its internal consistency, and it showed 0.92 alpha coefficients. Finally, the combination of the three questionnaires discussed above, the 88-item reading engagement survey was administered to one hundred 120 students. This was done after the data collection process of reading test was completed.

2.4.2. Reading Achievement Test

Standardized reading achievement test was employed to assess the students' general reading ability or achievement. For this purpose, Abiy's (2005) reading comprehension test (designed for his PhD thesis) was adapted. There were two sets of tests in Abiy's (2005) reading test (each set consisting of three tests): the pre mediation and the post mediation tests. The first group of tests (the pre-mediation tests) was adapted for this study. The tests were used as they were prepared for students learning in similar context (Ethiopia, Amhara Region) and the same grade level (grade 9). Rigorous processes of development and validation, as well as ways of checking reliability were also made as tests are already standardized reading achievement tests. Reading tests were administered to the students before questionnaires were distributed to them.

2.5. Data collection procedures

After the data gathering tools were prepared, they were made ready for administration. The reading test was organized in English language while the structured questionnaire was translated in to Amharic (students' mother

tongue) for clear understanding to the respondents. When the researcher had got an introduction letter from Addis Ababa University, Department of Foreign Languages and Literature, he immediately went to DebreEba Secondary school and met the school principals. As soon as he got permission from the school administration, he contacted grade 9 English language teachers and selected the volunteer ones who can cooperate in selecting students from each section and in collecting data. Then, students were selected from the 14 sections. The respondents were given orientation and were guaranteed of confidentiality about the data they give. Data collection dates were agreed upon and carried out accordingly at appropriate schedules. Subsequently, the students took the reading test in April, 2021 in the second semester. After a week's gap, they filled in the reading engagement questionnaires themselves. The data were collected by the researcher with the help of three teachers in the school.

2.6. Validity and Reliability of the Tools

The section under here explains the validity and reliability of the two tools.

2.6.1. Validity and Reliability of the Questionnaires

Although a validated questionnaire was used, the researchers have considered the reliability and validity of this tool. Mokhtari and Reichard (2002) verified the reading strategy questionnaire, and the internal consistency reliability coefficient varied from 0.89 to 0.93. With a little improvement, the questionnaire's internal consistency reliability was examined by the current researchers, and the Cronbach alpha coefficient was found to be 0.819.

Concerning the motivations for reading questionnaire, one version of MRQ, developed and validated by Metsela, Wig field and Mc Cann (1999) is a standardized questionnaire. Additionally, the tool's internal consistency reliability was examined by the current researchers, who discovered that it was 0.849.

Regarding the reliability of reading behavior questionnaire (RBQ), Boakye (2012) confirmed that the Cronbach Alpha for this survey was 0.68 and 0.67 for the pre-intervention survey and for the post- intervention survey respectively. When it was checked by the current researchers before administration, its Cronbach alpha was 0.74. Over all, the reading engagement questionnaire was checked for 1its internal consistency reliability, and it showed 0.92 alpha coefficients. To consider the questionnaire's validity, it was given to three PhD psychology candidates who have related works to this questionnaire. To this end, good insights were found and improvements were made to it.

2.6.2. Validity and Reliability of the Reading Achievement Test

The adapted reading achievement test has passed rigorous steps of validation and checking reliability. It is a standardized test. Its validity was also checked for the context of the current study. To look in to the content and face validities of the test, it was given to two doctors (one from ELT and one from psychology) and for two experienced high school English teachers

for comment. Criteria included clarity of directions, appropriateness of items, coverage of different comprehension skills and level of difficulty. The lecturers commented that the test is longer for grade 9 students; the students may get bored during administration. Besides, they suggested that some of the questions seem to be a little bit difficult to answer. The high school teachers also commented that the test is longer (70 items) as compared to their classroom tests and final exams. They also suggested that the passages are equivalent to and are even shorter than those in the student text. Both the lecturers and the teachers commented some minor typographical errors such as font size and spacing.

Based on all the comments given by the practitioners and the researchers' observations, some improvements were made on the test. Concerning the length of the test items, the researchers gave orientation for the students in advance ensuring that the length does not matter as they answer questions of similar nature. The students were also made answer the questions in two sessions, taking a 5 minutes break. Two items, which were deemed difficult, were deleted. Finally, the test consisting of 68 items was administered to 120 grade 9 students of Debre Eba General Secondary School. Regarding the reliability of test, the researchers believed that as the original researcher has checked its reliability, it is not necessary to check it again.

3. Findings

This study explored the relationships of students' reading engagement aspects (strategy, motivation and behavior) assessed by a questionnaire, with their reading achievement measured by reading achievement test. It also determined the predictive powers of the three reading engagement factors on reading achievement. To analyze the data, correlation and regression analyses were performed. In consequence, results of data analyses are presented in this part to respond to the research questions.

3.1. Correlations between each reading engagement aspect and reading achievement

The students' reading engagement aspects (reading strategy, reading motivation and reading behavior) were correlated to their reading achievement. As such, the results are presented in Table 1 below.

Table 1
Pearson Product-moment correlations between reading engagement aspects and reading achievement RAT

		RAT
RS	Pearson Correlation	.339**
	Sig. (2-tailed)	.000
	N	120
RM	Pearson Correlation	.433**
	Sig. (2-tailed)	.000
	N	120
	Pearson Correlation	.423**

RB	Sig. (2-tailed)	.000
	N	120

**. Correlation is significant at the 0.01 level (2-tailed)

Pearson product-moment correlation was computed to analyze the relationships between strategy, motivation and behavior, and reading achievement. The normality, linearity and homoscedasticity assumptions were not violated, according to preliminary assessments. As shown in the above table, there was a moderate, positive, and significant link between reading strategy and reading achievement (RAT) (r =.339, P< 0.01), reading motivation and RAT (r=.433, p < 0.01), and reading behavior and RAT (r= .423, p< 0.01). Thus, the correlations of strategy, motivation and behavior with reading achievement were moderate, positive and significant. This value implies that high reading strategy use, high level of reading motivation and frequent reading behavior are associated with high students' reading achievement as measured by reading test. In other words, the result indicates that students' high reading engagement is related to their high achievement in reading when they read different texts in EFL classes.

3.2. Reading engagement aspects as predictors of reading achievement

Standard multiple regression analysis was performed to determine how much the reading engagement factors together predict reading achievement. The regression analyses were conducted on strategy, motivation and behavior as predictor variables and reading achievement as the dependent variable. The results are presented in the table under here.

Table 2
Analysis of multiple regression for the relation between the set of reading engagement aspects and reading achievement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.468[a]	.219	.199	11.642

As shown in Table 2, the result of multiple regression analysis indicated that the influence of the combined reading engagement aspects on reading achievement was significant ($p<0.01$) and positive. The set of reading engagement aspects accounted for 21.9% of the variance in reading achievement ($R2 =0.219$). This value shows that the set of reading engagement aspects i.e. strategy, motivation and behavior account for 21.9% of the variance in reading achievement while reading texts in English. This means reading engagement factors together have predicted students' reading achievement. The Adjusted R square was found to be 0.199 for reading achievement. This value suggests that the predictors are good at predicting students' reading achievement. As per Muijs's (2004) standard, the Adjusted R square (model) which is found between 0.11 and 0.3 has modest fit, while

Adjusted R Square (R2) that ranges from 0.31 to 0.5 is said to have moderate fit. The above value suggests that the predictor variables are relatively modest at predicting the students' achievement in reading. Thus, it could be deduced that the set of reading engagement aspects modestly predicts students' reading achievement when they read texts during EFL reading classes.

3.3. The relative contribution of each reading engagement aspects on reading achievement

To identify the reading engagement aspects that contributed most in predicting students' reading achievement, the standardized regression coefficients (β) were computed. The results are reported in Table 3 below.

Table 3
Influence of each reading engagement aspect on reading achievement

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	5.666	8.295		.683	.496
RS	-.321	3.269	-.012	-.098	.922
1					
RM	7.831	3.656	.278	2.142	.034 **
RB	6.636	3.107	.244	2.136	.035**

**. Correlation is significant at the 0.05 level (2- tailed)

As per standard multiple regression analysis, Table 3 indicates that reading motivation and reading behavior were statistically significant predictors of reading achievement. As a result, reading motivation made a significant impact to the prediction of reading achievement with (β=.278, $p < 0.05$) followed by reading behavior (β=.244, $p < 0.05$). However, reading strategy made negative, insignificant contribution to the prediction of reading achievement with (β=-0.321, $p > 0.05$).

4. Discussion

This study looked in to the association between grade 9 FFL students' reading engagement aspects and their reading achievement in reading classes. It also determined the predictive power of reading engagement aspects on reading achievement. To address these objectives, Pearson correlation and multiple regressions were calculated. Besides, to identify which aspects of reading engagement influenced students' reading achievement, the standardized regression coefficients (β) were computed.

Accordingly, the results of Pearson correlation analyses reveal that each of the three reading engagement aspects had a statistically significant

correlation with students' reading achievement. All correlations were positive and had moderate effect sizes. The findings suggest that all the three aspects of reading engagement are likely to influence students' reading achievement. The positive association detected between each reading engagement aspect and reading achievement suggests that students are likely to have high reading performance in English reading classes when the students are strategic, motivated and are consistent and frequent with their reading behavior.

This study's findings on correlations are consistent with that of the existing researches. Guthrie, Wig field, Matsela and Cox (1999); Guthrie and Wig field (2000) have demonstrated a positive link between engaged reading and academic [reading] achievement. As per Protacio's (2013) research, pupils who are not engaged readers are also those who are with lower amount of reading achievement. This statement implies that engaged readers are individuals who are with high levels of achievement in reading. Or students' high reading engagement aspects are related to their high reading achievement when they read texts in English. Besides, Mete (2020) found out a high, positive and meaningful correlation between students' reading comprehension and reading engagement levels in grade six. Thus, it could be concluded that students' high reading engagement aspects are related to their high reading achievement when they read texts in English.

Multiple regression analyses results also indicate that strategy, motivation and behavior in combination were statistically significant predictors of reading achievement (R2 =0.219). The set of reading engagement aspects accounted for 21.9 % of the variance in reading achievement. The adjusted R Square (R2) was also 0.199 (modest fit). This means that the predictors are modest in predicting the students' reading achievement. That is, the set of reading engagement aspects modestly predicts students' reading achievement in reading classes. This result is consistent with the findings of previous researchers. Wig field and Guthrie (1997) revealed that achievement in reading highly depends on and is predicted by the amount of time students read and how involved they are in the reading activity (engaged). In addition, engaged reading was shown to be a predictor of comprehension in reading and reading accomplishment, according to Taboada et al. (2013). Lee (2017) on her part disclosed that behavioral engagement (defined as making an effort and sticking with it while reading) and emotional involvement (relating to a sense of belonging) strongly influenced students' reading achievement.

Further, the standardized regression coefficients (β) analyses indicate that two of the three reading engagement aspects, namely, reading motivation and reading behavior, contributed to a statistically significant and positive variation to students' reading achievement. This means, the two aspects accounted for the variance in reading achievement. Reading motivation has made the strongest contribution (β =.278) followed by reading behavior (β=.244). The implication is that students achieve better in reading when teachers provide them different motivating activities in reading classes and when they let students read materials consistently and frequently.

5. Conclusions and implications

This study explored the relationship between students' reading engagement aspects and their reading success. The results of the study revealed that grade 9 EFL students' reading engagement aspects are associated with their reading achievement. Pearson correlation analyses indicated that the three reading engagement factors (strategy, motivation and behavior) have moderate, positive and significant ($p<0.01$) correlations with reading achievement. This finding suggests that as students' reading engagement is improved, their reading achievement increases when they read texts in English. Besides, multiple regression analyses indicated that grade 9 EFL students' reading engagement aspects in combination have predicted their reading achievement. The three domains of reading engagement: reading strategy, reading motivation and reading behavior together were statistically significant predictors of reading achievement ($R2=0.219$). Reading motivation and reading behavior aspects of reading engagement were also found to be positive and significant predictors of reading achievement. They influence reading achievement though reading motivation aspect contributed the highest variance. This implies that sound reading motivation as well as consistent and frequent reading behavior play a crucial role in enhancing students' reading success when they learn reading in English classes. Hence, English teachers should create various ways of engaging students in reading classes. The current study has explored the association between students' reading engagement aspects and their reading achievement in EFL reading classes. However, it did not examine the cause effect relationship of reading engagement aspects and reading achievement. Thus, future research should examine the causal relationship between the two variables so that useful results will be drawn on the link between these variables to enhance students' reading achievement.

6. Recommendations

Consistent with the findings and the conclusions, recommendations were reflected. Examining the association between learners' reading engagement and their reading achievement can be valuable to clearly understand the influence of students' engaged reading on their reading performance. As a result, stake holders like curriculum specialists, practitioners and the research community should pay more attention to reading engagement and the ways to maximize it, especially at a classroom level. Moreover, reading engagement is contextual and is fostered by classroom practices. Thus, particularly, English teachers need to deliver reading strategy instructions for high school students in reading classes. They should also provide adequate practices for motivating students to be engaged in reading different types of texts in and outside class. Equally important is students should get good access to nonacademic or authentic texts such as magazines, newspapers and fiction to help them develop frequent reading habits for speed and pleasure.

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Authors' contributions

Author 1 conceived and drafted the study; collected data; analyzed and discussed the data; made conclusions, and organized the manuscript. Author 2 supervised all the research process; edited the manuscript and approved it.

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ETHIOPIAN HIGH SCHOOL STUDENTS' READING MOTIVATION AND THEIR READING ACHIEVEMENT IN EFL CLASSES

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Abstract

This study examined the relationship between Ethiopian grade 9 students' reading motivation domains and their reading achievement in EFL classes. A sample of 120 9th graders of Debre Eba Secondary School in Debre Berhan town, participated in the study. Employing a correlational type of design, the study utilized questionnaire and reading achievement test to collect data. SPSS (Version, 25) was used to analyze data. The findings revealed that students' reading motivation domains were significantly associated to reading achievement. The aspects i.e. extrinsic motivation, intrinsic motivation, self-efficacy and social motivation were positively and significantly related to reading achievement. However, a negative and non-significant correlation was found between reading avoidance and reading achievement. It was also observed that students' reading motivation domains together predicted their reading achievement. Thus, it can be concluded that students' reading motivation domains are related to reading achievement while reading texts in EFL classes. Besides, the reading motivation aspects in combination influence students' reading achievement. Finally, the study suggests that reading motivation strategies should be given critical attention in order to improve secondary school students' reading comprehension and achievement.

Key words: extrinsic motivation, intrinsic motivation, self-efficacy, social motivation, reading avoidance, reading achievement

1. Introduction

Due to its widespread use in international communication, English has recently gained importance as a language to study (Gustadevi & Asib, 2012). Because of its prominent position in globalization, it also has a significant impact on a country's political, economic, sociocultural, scientific, technical, and academic advancements. It appears that in the current age of globalization and technology, English language is recognized as the most extensively used language of communication and other services. As a result, nowadays people all over the world have a growing interest towards learning English and using it effectively. Being one of the world's countries applying English as a foreign language, Ethiopia uses English in various contexts like economy, politics, foreign affairs, education, telecommunications, science and technology. In line with this idea, Saleamlak et al. (2022) assert that the education system of Ethiopia also acknowledges the importance of English for global interconnectivity and economic development

Thus, the education system is among the contexts where English plays essential roles. It is now taught as a subject beginning in grade 1. From grade 9 onwards, it is also employed as a medium of instruction, except for Addis Ababa and Gambella regions where it begins at grade 7 and SNNP (South Nations, Nationalities and Peoples) region which delivers various subjects in English starting from grade 5. At the tertiary level of education too, English is taught as a course and is employed as a medium of instruction. In these higher institutions, English is also used in the working language as researches, reports, minutes and other related tasks are organized in English. Therefore, for every Ethiopian who wants to succeed in education and in other businesses, it would be mandatory to have a good mastery of English.

English is a decisive tool for better learning as a whole. However, reading skill specifically helps students to effectively learn the language itself and other subjects or courses in their academic context. "Reading is believed to be the primary means for gaining access to various sources of information, providing the basis for synthesis and critical evaluation skills" (Celce-Murcia, 2001 , apud Uzancakmak, 2005, p. 2). Besides, regardless of the reader's goal, reading assists autonomous learning. The current study focused on the relationship between reading motivation and reading achievement, and these concepts are highlighted in the following section.

1.1 What is reading?

Herath (2010) notes that reading is not simply the association of sound to symbols; it necessarily includes meaning. Herath adds that at an advanced stage of understanding, reading can even express meaning alone, with no application of sound; in its most general and modern definition, reading is the ability to get a clear meaning of the written symbols. Aebersold and Field (1997) on their part explain reading as the process through which individuals look at a text and interpret its written symbols; in addition, the text and the reader are the two physical units needed for the reading process to begin. They assert, however, that reading actually occurs when the reader and the text are in conversation in order to make sense. Grabe and Stoller (2011) also stress that reading comprehension is fundamentally complex, including several processing skills like planning what to do, predicting contents of the text, and checking comprehension. This description implies that reading is an active and interactive procedure involving a reader and a text that are harmonized in very effective groupings. Basic reading comprehension and communication skills alone are not enough for a reader. In addition, a reader needs to be proficient and competent in reading skill. As De Naeghel et al. (2012) explain, the competence to read is an essential ability.

Regarding the components of reading, along with cognitive factors like recognizing words, using strategies, and background knowledge, authors have acknowledged affective factors like motivation (Guthrie, Wigfield &You, 2012; Guthrie & Wigfield, 2000). Guthrie and Wig field (2000) point out that reading process includes cognitive, motivational, social and other factors. In other words, reading comprehension and reading achievement can be contributed by many reader characteristics like cognition, motivation, behavior and social relation. Hence, motivation is among the primary constructs to be studied in connection to reading achievement in EFL classroom context.

1.2 What is motivation?

Protacio (2013) states that motivation is a construct that urges students to have the desire to read. Besides, reading motivation was defined by Guthrie and Wigfield (2000) as a person's objectives, values, and convictions toward the subjects, processes, and results of reading. This definition appears to best characterize the essence of reading motivation. It suggests that motivation to read varies at an individual level. Or individuals are not dichotomous in their type and level of motivation- motivated or unmotivated. Rather, the construct of motivation in an

individual is expressed in a continuum. Opposing the theorists who favor the unitary nature of reading motivation, Ryan and Deci (2000) argue that people have both varying kinds and differing magnitudes of reading motivation.

It is clearly established that motivation to learn or read is inherent in all people, and it is one of the factors to influence reading [achievement]. As Guthrie and Wig field (2000) claim, reading motivation clarifies why some students read more than others, and it causes the strategic abilities of the students and enables them to engage in reading. Students who have motivation to read are able to apply various strategies of reading which can facilitate the reading process.

Guthrie and Wig field (2000) declare that the motivation to read is considered as a multifaceted variable. In this respect, Guthrie and Wig field (1999) explain that reading motivation includes sub domains like intrinsic motivation, extrinsic motivation and social interactions around reading. Moreover, Self-determination theory (SDT) could be the best adherent of the multi-dimensional nature of motivation. Qualitatively, SDT categorizes different kinds of motivation in to groups. In line with this, De Naeghel et al. (2012) point out that self-determination theory recognizes the classical difference between intrinsic motivation and extrinsic motivations. However, what makes self-determination theory different from other aspects to motivation is its focus on the various types and sources of the motivation to read; it defines motivation in a continuum.

As Ryan and Deci (2017) reflect, SDT proposes that some types of motivation are completely volitional (done with interest), while others may be entirely external (pressured from others). Within these two major types of motivation, there are other forms of motivation like integrated motivation and regulated motivation (under extrinsic motivation), and curiosity and involvement (under intrinsic motivation). Hence, it can be deduced that in playing a vital role to facilitate reading comprehension, an individual's reading motivation can have different types and levels depending on various factors. Reading motivation is a fundamental domain of reading engagement, which Guthrie (2004) defines as the cooperative operation of social connections, conceptual understanding, motivation, and strategies during literacy activities. Reading engagement is a broad term comprising of three major dimensions: cognitive, behavioral and motivational. When students are intrinsically motivated to read texts, they are said to be engaged readers.

In this study, reading motivation is conceptualized by its subdomains: self-efficacy, intrinsic motivation (consisting of curiosity, involvement and challenge), extrinsic motivation (including recognition and competition), social motivation and reading avoidance. Each aspect of reading motivation has been highlighted as follows.

1. Self-efficacy: Self-efficacy refers to beliefs in one's ability to plan and carry out the steps required to achieve specific goals (Bandura, 1997). Wigfield and Guthrie (2004) note that self-efficacy involves confidence in language and comprehension techniques.

2. Intrinsic motivation: This construct has been termed as doing an action for its own satisfaction. Intrinsic motivation consists of reading curiosity, reading involvement and reading challenge. *Reading curiosity* "is …the desire to read about a particular topic of interest to the child, and so is closely related to the literature on reading interest" (Baker & Wigfield, 1999, p.1). *Reading involvement* is the pleasure of practicing various types of fictional or informal texts (Wigfield & Guthrie, 1997). The third element, *reading challenge* is when we feel satisfied as we understand or absorb difficult concepts from a source. It can also be described as, the willingness to take on difficult reading material (Baker & Wigfield, 1999).

3. Extrinsic motivation: Extrinsic motivation … refers to doing something because it leads to a separable outcome (Ryan & Deci, 2000, p.55). Competence and recognition are two aspects of extrinsic motivation. As per Parault and Williams (2009, p.3) "reading competition is reading out of the desire to outperform other students." The other aspect-*recognition for reading* refers to the gratification in receiving a tangible form of recognition for success in reading (Wigfield & Guthrie, 1997).

*4. Social motivation***:** Sharing reading is a communal experience, according to McRae and Guthrie (2009), whether students are reading aloud, debating a book, or cooperating to decipher and define a new word. Congruently, sharing the insights obtained from reading with one's friends and family is one of the social benefits of reading (Wigfield & Guthrie, 1997).

5. Reading avoidance: According to Wigfield and Guthrie (1997), this facet of motivation relates to what students claim they do not like about reading. Avoidance in motivation can affect learner behavior in situations of achievement. The aforementioned (1-5) motivational constructs characterize reading motivation for this study.

1.3 Reading Motivation and Reading Achievement

Evidence shows that there is a relation between reading motivation and performance in reading. Wigfield and Guthrie (1997) revealed that motivated students read three times more regularly than do those having low motivation levels. They disclosed that children's motivations to read predicted the amount and breadth of reading. Cox and Guthrie (2001) also confirmed that reading motivation has increased students' reading comprehension when they read texts in the classroom. Besides, researchers like Baker and Wig field (1999); Guthrie, Wig field, Metsala and Cox (1999); Kedir and Demis (2024) have reported that reading motivation was significantly correlated with different factors of reading achievement like intrinsic motivation. Guthrie, Wigfield & You (2012) contend that highly motivated readers are more likely to read regularly or employ a variety of reading techniques. These bodies of knowledge generally indicate that if students are motivated readers, they can comprehend academic and nonacademic texts effectively, and in turn can maximize their reading achievement.

Research proposes that reading motivation decreases as students grow up to the next grades. As noted by Fredricks and McCloskey (2012), as children move from elementary to middle school, they become increasingly disengaged [unmotivated] from reading activities. In the Ethiopian context, students at different levels of education lack the motivation to learn and read. Atlabachew (2017) notes that Ethiopian students are not that much motivated to read academic as well as nonacademic texts. This situation becomes even more dramatic as students join secondary school. Students' academic success and their reading achievement are declining from time to time. Thus, lack motivation could be one of the basic factors for the students' low reading achievement. Therefore, it would be essential to conduct a study on the constructs of reading motivation and reading achievement, specifically their relationship at a secondary school level.

Different authors have conducted research on the relationship between motivation to read and reading achievement with respect to its one or two components. For instance, attitudes and reading achievement (McKenna et al., 2012); self-concept and reading achievement (Chapman & Tunmer, 1995); self-efficacy and reading achievement (Henk & Melnick, 1995) can be mentioned. However, studying reading motivation in terms of its partial domains does not show its actual relationship to reading achievement as motivation to read is a multifaceted variable. Besides, studies dealing with the multidimensional approach of reading motivation have

examined the dimensions of children's motivation to read and their relations to reading activity and reading achievement at elementary and middle schools (e.g. Wigfield & Guthrie,1997; Baker & Wigfield,1999).

Wig field et al. (1996) described the Motivations for Reading Questionnaire (MRQ). They discovered that MRQ is appropriate for usage with students in late elementary and middle school, as it evaluates 11 potential facets of reading motivations. Besides, it has been confirmed that children's performance on various standardized examinations and their reported frequency of reading are related to their MRQ scores. These authors have reviewed previous researches in their study, but they did not conduct actual study by collecting data from samples.

Wigfield and Guthrie (1997) have examined many facets of kids' reading motivation and the relationship between their reading motivation and the volume and variety of their reading. The aspects assessed included self-efficacy, intrinsic-extrinsic motivation and goals, and social aspects. Involving 4^{th} and 5^{th} grades, the study used surveys and diaries to assess the amount and breadth of the students' reading as well as MRQ to gauge their motivation. Findings showed that children's reading motivation was multidimensional. The quantity and breadth of children's reading was also predicted by their motivation. This study appears to give more attention to the dimensions of motivation than its relation to reading outcomes.

These and other similar studies, which employed the motivations for reading questionnaire (MRQ) as a tool, seem to emphasize on the validation of the dimensions rather than the relationships between reading motivation and reading achievement. There is inadequacy in studying the direct relationship between the two variables. The existing studies also mainly focused on elementary and middle schools as compared to secondary schools. Another gap to be considered is as far as the researcher's knowledge goes, in Ethiopia there has been little research on the issue of the relationship between reading motivation (aspects) and reading achievement in the context of secondary school. The authors to be mentioned in this area are Kedir and Demis (2024) explored the relationship between aspects of reading motivation and reading comprehension ability of second-year EFL students at Gambella University, Ethiopia. Thus, it will be indispensible to conduct a study to fill the above-mentioned gaps in the literature.

Thus, this research will be different from previous studies in that it examined the relationship between various aspects of reading motivation and reading achievement at secondary school level. The study is expected to add its own contribution on the association

between reading motivation and reading achievement with a prime objective to fill the above gaps. It can also be used to evaluate a policy which is aimed at improving secondary school students' reading achievement.

Accordingly, the current research examined the relationship between secondary school students' reading motivation aspects and their reading achievement in EFL classes. It also determined the predictive powers of these motivation factors (self-efficacy, extrinsic motivation, intrinsic motivation, social motivation and reading avoidance) over reading achievement.

Research Questions

Based on objectives and the problems raised so far, the research questions under here were set.

1. Are there significant relationships between grade 9 students' reading motivation aspects and their reading achievement?
2. Do grade 9 students' reading motivation aspects predict their reading achievement?
3. Which aspects of the students' reading motivation influence their reading achievement?

2. Methods

2.1 The Research Design

In the current study, a correlational research design was used. "Correlational designs provide an opportunity for us to predict scores and explain the relationship among variables. In correlational research designs, investigators use the correlation statistical test to describe and measure the degree of association… between two or more variables or sets of scores" Creswell (2012, p.338). Also, as per Gay et al. (2010), correlational research [design] entails collecting data to determine whether and to what extent a relationship between two or more quantifiable variables exists.

This study was intended to explore the relationships of students' reading motivation aspects with their reading achievement in EFL classes. Thus, correlational research design is the appropriate design for this subject matter to clearly show the relationship between these variables in a natural setting.

2.2 Setting

The research in issue was conducted in a selected public high school, Debre Eba Secondary school, North Shewa zone, Ethiopia. The school offers English as a compulsory subject for grades 9 to 12 based on the education curriculum. Besides, it employs English as a language of instruction for other subjects, except Amharic (students' mother tongue).

2.3 Participants

One hundred and twenty (120) grade 9 students of Debre Eba general secondary school were involved as participants of the study. Out of the total 880 grade 9 students who were enrolled in 2020/21 academic year, in the school, 120 students were selected via simple random sampling method, particularly the lottery technique.

2.4 Tools for Data Collection

To gather the data of the study, two instruments were employed: a questionnaire and students' reading achievement test. The following section presents the clear explanation and justification of the two tools.

2.4.1 Motivations for Reading Questionnaire (MRQ)

This survey was originally planned to measure 11 aspects of children's motivations to read. The questionnaire has been validated by many authors at different times. For instance, Wig field and Guthrie (1995) developed the first questionnaire with 82 items to assess 11 possible domains of reading motivation. The Motivations for Reading Questionnaire (MRQ) validated by Wig field, Guthrie, and McGough (1996) is also a 54-item survey which was set to measure the same motivation factors including self-efficacy, some intrinsic and extrinsic motivations and social aspects of reading.

Then, Metsela, Wig field and McCann (1999) have improved and validated a version of the M RQ. In this questionnaire, out of the original 11 dimensions, 8 of them appeared to be sound. Besides, they are manageable to study and were used by previous researchers. Therefore, these constructs were used in the current research as the major subcomponents of motivation for reading. Therefore, this shorter version, covering self- efficacy, three aspects of intrinsic motivation (curiosity, involvement, and challenge), two components of extrinsic motivation (recognition, competition), social motivation and reading avoidance, was used in this study.

The questions in the MRQ are rated on a 5 point Likert scale which are, strongly agree (5), agree (4), uncertain (3), disagree (2), and strongly disagree (1). To fill in the questionnaire, approximately 10-15 minutes are needed. As for its reliability, the Cronbach's alpha coefficient for the scale was 0.91. Before it was administered, the questionnaire was translated from English to Amharic language. Finally, one hundred twenty (120) grade 9 students completed the survey.

2.4.2 Reading Achievement Test

Reading achievement refers to the students' general reading comprehension ability at school. To assess the students' reading capability, a standardized reading achievement test was employed. Abiy's (2005) reading comprehension test, developed for his PhD dissertation was adapted. There were two sets of tests in Abiy's (2005) standardized reading test (each set consisting of 3 tests): the pre mediation test and the post mediation test. The comprehension test consists of nonfiction or informational texts from different content areas for which students answer true or false items, multiple choice questions, matching items, and fill in the blank spaces. The reading test takes about 70 minutes to complete.

The types of questions designed for the test were grouped in to questions that will require literal meaning, and the ones that will demand deeper meaning. The later categories consist of specific reading skills like analysis, synthesis, evaluation, reasoning, appreciation and that relate with the students' prior knowledge. Reading is a broad and complex process, and Guthrie and Wigfield (2000) note that reading involves a variety of cognitive, motivational, social and other factors. Thus, the reading achievement test is anticipated to measure all domains at least in some part.

For this study, the first set of tests (the pre-mediation tests), which consist of 68 items, were adapted with minor improvements, and were administered to the sample (120) students. After the tests were marked and scored, the results were correlated with that of the questionnaire to determine the association between the variables.

2.5 Data Collection Procedures

After the researchers had got consent from the school's administration, they started the data collection process. Before the actual data collection work, they met and selected teachers who were volunteer to coordinate and select students from different sections. At the beginning of March, 2021, during the second semester, 120 sample students took the reading test. The tests were screened out, marked and were filled in the SPSS. Afterwards, questionnaire was administered to the same students. The questionnaire papers were tallied and filled in the SPSS for analysis purpose.

2.6 Data Analysis Techniques

The data gathered through questionnaire and reading achievement test were analyzed quantitatively. After checking the validity and reliability of the tools, correlation and regression analyses were computed by using the Statistical Package for Social Sciences (SPSS version 25). To decide the relationships of variables, correlation analysis was performed while regression analysis was employed to determine the best predictor of reading achievement.

3. Findings and Discussions

This study was intended to examine the relationship of grade 9 EFL students' reading motivation aspects with their reading achievement. It also determined the predictive powers the five reading motivation aspects on the students' reading achievement. To compute the collected data, correlation and regression analyses were performed. Thus, in the following section, based on the findings and discussions are presented to address the three research questions.

The Relations between Each Reading Motivation Aspect and Reading Achievement

One of the objectives of this study was to explore the relationships between each aspect of reading motivation and students' reading achievement in EFL classes. The results are presented in Table 1 below.

Table 1: Pearson Product- Moment Correlations Between Reading Motivation Factors and Reading Achievement (N=120)

		RAT
SE	Pearson Correlation	0.319**
	Sig. (2-tailed)	0.000
IM	Pearson Correlation	0.376**
	Sig. (2-tailed)	0.000
EM	Pearson Correlation	0.367**
	Sig. (2-tailed)	0.000
	Pearson	0.385**

S M	Correlation	
	Sig. (2-tailed)	0.000
R A	Pearson Correlation	-.055
	Sig. (2-tailed)	0.548

**. Correlation is significant at the 0.01 level. (2-tailed)

Correlations of the five reading motivation aspects with reading achievement test (RAT) were determined using Pearson product- moment correlation. Primary analyses were made to check if there were no violations of the assumptions of normality, linearity and homoscedasticity, and thus no violations of assumptions were found. As reported in the above table, there was a moderate, positive and significant correlation between reading self-efficacy and RAT(r= .319, P< .01), intrinsic reading motivation and RAT(r=.376, p < .01), extrinsic reading motivation and RAT (r=.367, p<.01), social reading and RAT(r=.385, p<.01). Nevertheless, a weak, negative and non-significant association was found between reading avoidance and reading achievement (r= -0.055, p= 0.548).

In short, the correlations of self-efficacy, intrinsic motivation, extrinsic motivation and social motivation with students' reading achievement test were moderate, positive and significant. This data infers that high self-efficacy, high intrinsic motivation, high extrinsic motivation and high social motivation are related to high students' reading achievement in reading classes. To this end, it is possible to suggest that maximizing students' reading motivation at a classroom context will have a positive effect on students' reading achievement.

The results of this study on the correlations between aspects of motivation and reading achievement go in line with the findings of previous researches. According to Wig field and Guthrie (1997), pupils who are more motivated read three times as often as students who are less motivated. Similarly, Cox and Guthrie (2001) revealed that reading motivation has increased students' reading comprehension at a classroom level. Kedir and Demis (2024) also confirmed that reading motivation aspects of university students were related to their reading comprehension ability.

Reading Motivation aspects as Predictors of Reading Achievement

Analyses of multiple regressions were also performed to see the predictive power the reading motivation factors (together) on reading achievement. Multiple regression analyses were conducted on self-efficacy, intrinsic motivation, extrinsic motivation, social motivation and reading avoidance as predictor variables and reading achievement as dependent variable.

Table 2: The Influence of Reading Motivation Aspects on Reading Achievement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.438[a]	.191	0.156	11.952

a. Predictors: (Constant), SE, IM, EM, SM, Avoidance

b. Dependent Variable: RAT

Based on the standard multiple regression analysis (Table2), the reading motivation factors in combination were positively *and* statistically significant predictors of reading achievement (R^2 = .191, p < .05). As the value of R square (R^2) shows, 19.1% of the variance of reading achievement can be explained by the linear combination of the independent variables. Hence, it is possible to assert that grade 9 students' reading motivation has influenced their reading achievement when they read texts in English classes.

Furthermore, as reported in Table 2 above, the Adjusted R square was 0.156 for reading achievement. This statistic suggests that the predictor variables are good at predicting students' reading achievement. Based on Muijs (2004) benchmark, the Adjusted R square (model) which is found between 0.11 and 0.3 has modest fit and the Adjusted R^2 ranging from 0.31to 0.5 is said to have moderate fit. Thus, the set of reading motivation aspects modestly predicts students' reading achievement during EFL reading classes.

The findings regarding the predictions go constant with the results of the previous researches. In this respect, Lee (2014) disclosed that emotional or motivational involvement (relating to a sense of belonging) strongly influenced reading achievement. Similarly, Wigfield and Guthrie (1997) revealed that the quantity and breadth of children's reading was predicted by their reading motivation. Besides, as Cox and Guthrie (2001) divulged, reading motivation has increased students' reading comprehension at a classroom level. Atkinson (2010) also asserted

that motivation predicted the level and breadth of student's reading, positing that various potential reading motivations could influence student's reading achievement. Kedir and Demis (2024) found that the 8 aspects of reading motivation with in motivations for reading questionnaire (MRQ) have predicted students' reading comprehension ability. As opposed to these results, Proctor, Delay, Louick, Leiden and Gardner (1997) reported that the well-recognized aspects of motivation, intrinsic and extrinsic reading motivations did not predict reading comprehension with non-majority populations.

The Relative Contribution of Each Reading Motivation Aspect to the Influence on Reading Achievement

To find out the reading motivation aspects that contributed most in predicting students' reading achievement, the standardized regression coefficients, Beta (β) were computed, and the results are briefly presented in the table underneath.

Table 3: Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	13.553	9.996		1.357	0.178
SE	1.784	1.727	0.110	1.033	0.304
IM	3.642	3.021	0.150	1.205	0.231
EM	2.706	2.645	0.124	1.023	0.308
SM	2.454	2.241	0.146	1.095	0.276
RA	0.782	1.922	0.036	0.407	0.685

a. Dependent variable: Reading Achievement (test), N=120 students

The standard multiple regression analysis in table 3 above, revealed that self-efficacy (*β*=0.110, p > 0.05*)*, intrinsic reading motivation (*β=0.150, p >0.05)*, extrinsic motivation (*β*=0.124, p *>0.05),* social motivation (*β*=0.146, p *>0.05)* and reading avoidance (β=.036, p *>0.05)* were low and statistically non- significant predictors of reading achievement. Based on the statistic, intrinsic reading motivation made a relatively better contribution to the prediction of

reading achievement with (β=.150, *p >0 .05*) followed by social motivation *(β*=0.146, p *>0.05).* *This statistic* indicates that intrinsic drive for reading contributed more to the prediction of reading achievement (β =.150, p >.05) followed by social motivation (β = 0.146, p > 0.05). Based on the findings, it is feasible to draw the conclusion that while the reading motivation components together were statistically significant predictors of reading achievement, each factor alone was not. This finding, specifically seems to be unique in that none of the reading motivation aspect is statistically significant predictor of reading achievement separately. The result is against Kedir and Demis's (2024) finding which found that among the eight domains of reading motivation, six of them strongly predicted university EFL students reading comprehension ability.

4. Conclusions

In line with the results of the research, it is possible to conclude that grade 9 EFL students' reading motivation aspects were related to their reading achievement in reading classes. The students' self-efficacy, intrinsic motivation, extrinsic incentive, social motivation, and avoidance were related to their reading success. This finding indicates that when secondary school students' reading motivation rises, so will their achievement in reading. Moreover, grade 9 students' reading motivation aspects (self- efficacy, intrinsic motivation, extrinsic incentive, social motivation, and reading avoidance) in combination were found to be the predictors of their reading achievement. Nevertheless, independently none of them was a significant predictor of reading achievement.

Thus, it is recommended that English language teachers should practice techniques of motivating students in language classrooms in order to increase various text comprehension capacities of students and, in turn, to optimize their reading success. English teachers should also take into account different motivational factors (e.g. self-efficacy and intrinsic motivation) in reading classes since students' motivations to read texts are multifaceted or learners are inspired to read for different reasons. In addition, various stakeholders such as curriculum specialists, material developers and educators should take in to account the inclusion of motivation techniques in textbooks for language instructions.

This study has got few limitations to be acknowledged. Consequently, further study has been suggested. First of all, the research has included only grade nine students of one public secondary school. Although the samples were selected by employing the appropriate procedures, the findings of the study may not be generated in other grade levels as well as other schools.

Thus, further studies should be carried out to replicate this research by involving more secondary schools and additional grade levels.

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