

A SURVEY OF THE LEISURE
READING INTERESTS
OF ADDIS ABABA
UNIVERSITY
STUDENTS



A THESIS PRESENTED TO
THE SCHOOL OF GRADUATE STUDIES
ADDIS ABABA UNIVERSITY

IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN TEFL

BY
TAMENE KITILA

JUNE, 1992

ACKNOWLEDGEMENTS

It is with great pleasure that I acknowledge my indebtedness to my former advisor, Dr. Tilahun Gamta, for his guidance and useful suggestions at the initial stage of the thesis.

I am heavily indebted to my advisor, Dr. Rod Hicks, who has been a great source of knowledge and inspiration to me throughout my work. His guidance and critical comments were vital to the completion of the thesis.

My sincere thanks are also due to Dr. Taddele Addamu and Ato Hailemichael Abera of the Department of Foreign Languages and Literature for their assistance in designing the questionnaire and handling the data.

My sincere thanks also go to my friends, Ato Tolessa Margo and Ato Dereje Terefe, for their supply of materials and consistent encouragement throughout the development of the thesis.

I also wish to express my gratitude to the instructors, librarians and students included in the study for their willingness to respond to the questionnaires and interviews.

Lastly, it is my pleasant duty to record my indebtedness to my helpmate, Mihiret Warreti, who not only shared my life as a student but also who helped me in various ways in writing the thesis.

ABSTRACT

This survey of the leisure reading interests of AAU students is a descriptive study based on questionnaires, interviews and observations.

AAU students were the target subjects of the study. However, instructors, librarians and personal observations were used as additional sources of data to verify the validity of the students' responses.

Chapter one of the study states the problem, describes the purpose, limitations and importance of the study. Chapter two reviews relevant work on reading interests both in and outside of Ethiopia. It also relates the literature to the present study. The study procedure is described in the third chapter which is followed by reporting of the result in chapter four. The last chapter deals with conclusion and recommendations.

The result of the study indicates that most of the subjects do read materials not directly related to their courses in their free time. However, the amount read is very small. Novel, magazine, short story, newspaper and biography are the kinds of the reading materials they select to read in their leisure time. They appear to have no specific reading interests largely due to lack of variety in the reading materials they managed to read.

English is the language in which the majority of the respondents choose to read in their leisure time. However, their leisure time reading in English has a functional rather than a recreational purpose.



TABLE OF CONTENTS

	PAGE
Abstract	i
Acknowledgements	ii

CHAPTER ONE

1. Introduction	
1.1 Statement of the problem	1
1.2 Importance of the Study	1
1.3 Limitations of the Study	2
1.4 Scope of the Study	3

CHAPTER TWO

2. Review of Related Literature	
Introduction to the chapter	4
2.1 Factors Related to Reading Interests	
2.1.1 Early Age	5
2.1.2 School Environment	7
2.1.3 Sex	11
2.1.4 Culture and Second Language	13
2.2 Previous Researches on Reading Interests	
2.2.1 Europe	15
2.2.2 Ethiopia	17

CHAPTER THREE

3. Methodology and Procedure of the Study	
3.1 Methodology	21
3.2 Description of the Subjects	21
3.3 Methods of Data collection	
3.3.1 Questionnaire	24

	PAGE
3.3.1.1 Design of the Questionnaire ----	24
3.3.1.2 Administration of the Questionnaire -----	25
3.3.1.3 Questionnaire for Instructors --	27
3.3.1.4 Questionnaire for the Librarians	28
 3.3.2 Interviews	
3.3.2.1 Interviews for the Librarians --	28
3.3.2.2 Interviews for the Students ----	29

CHAPTER FOUR

4. Results and Discussion	
4.1 Leisure Time -----	30
4.2 Leisure time Reading -----	30
4.3 Kinds of Reading materials -----	33
4.4 Language -----	38
4.5 The Amount of past and present Reading -----	41
4.6 Reading Resource -----	44
4.7 Sex and Reading Interests -----	45

CHAPTER FIVE

5. Conclusion and Recommendations	
5.1 Conclusion -----	48
5.2 Recommendations -----	50
Bibliography -----	55
<u>Appendix A</u>	
Background Information of the Respondents -----	58
<u>Appendix B</u>	
Questionnaire for the Students ----	60
<u>Appendix C</u>	
Questionnaire for the Librarians --	67

Appendix D.

Questionnaire for the Instructors ----- 71

Appendix E.

Structure of Follow-up Interviews
with Students ----- 73

Appendix F.

Structure of Follow-up Interviews
with the Librarians ----- 74

List of Tables

	<u>Page</u>
1. Martz's subjects' Reading choices	18
2. Distribution of the Target population according to Departments and year	23
3. Initial and Final Sample	26
4. Responses to the question related to whether or not the subjects read materials other than their academic reading requirements	31
5. Kinds of Reading materials	33
6. Order of the Respondents' Reading preferences	36
7. Language	38
8. Reasons for Reading in Amharic or English	40
9. Average Number of Books read by the Respondents in 4 years in Secondary School and in one year now	43
10. A list of popular journals	46
11-15 Background Information of the Sample	58
16. A list of popular journals	70

CHAPTER ONE

INTRODUCTION

1.1 STATEMENT OF THE PROBLEM

The purpose of this study was to find out whether or not AAU students are engaged in reading materials not directly related to their academic reading requirements, and if they are, to identify the kinds of reading materials that they select.

1.2 IMPORTANCE OF THE STUDY

No reading interest survey has been conducted on A.A.U. students. Most of the reading interest surveys made abroad aim at surveying the reading interests of European children, youth and adults in and out of school.

Reading interest surveys made abroad, including that of Mckenna C. Michael (1986), Schonell et al. (1975) and Charlotte in Karlin (1973) confirm that, among other things, family, linguistic, cultural, educational, institutional and social background have a significant effect on an individual's reading interests. Of no less importance are age, sex and intelligence.

Ethiopia is a country with a different linguistic, cultural and educational background from the countries in which reading interest surveys have been made. Unlike the European cases, most Ethiopian parents are not in the habit of guiding and encouraging their children's free reading interests. The

majority of parents have no formal education themselves. The literate minority often have no leisure reading tradition.

At secondary school and college level of education, however, students come in contact with various situations which encourage them to read for their interests in their free time. For example, the need for self-entertainment, the need for information and the need for self-identification make them read materials not directly related to their courses in their free time. Therefore, this study was designed with the purpose of:

1. Seeing if A.A.U. students are engaged in reading outside their academic reading requirements;
2. Identifying the kinds of reading materials that interest A.A.U. students and
3. Informing the university authorities of the kinds of reading materials that interest the students, when the authorities plan to buy reading materials.

1.3 LIMITATIONS OF THE STUDY

It would have been better to extend the number of faculties and the subjects of the study. However, because of constraints of time and resources, the study was limited to surveying the reading interests of Social Science Students of Addis Ababa University. In addition, because of the nature of the study the researcher used questionnaires to gather data. To compensate for the limitations of the data gathering instrument used, interviews and observations were used as additional sources of data gathering instruments to verify

the results of the questionnaire.

1.4 SCOPE OF THE STUDY

The scope of the study is limited to a random sample of second to fourth year students of the Social Science Faculty. The study did not include the freshman program students because of the change in the academic calendar of 1991/92. The study also did not include students following programs other than the four year degree offering program in A.A.U. The exclusion was to keep uniformity of the length of time of the subjects' stay in the university.

Moreover, students of Natural Science Faculty at Arat kilo Campus were excluded from the study because the time of administering the questionnaire coincided with their first semester examination after which they went for vacation.

In chapter two, related literature is reviewed in order to support the study with some theoretical assumptions and previous findings in the area. The third chapter describes the methods of data collection. Following a description of the results in chapter four, there are conclusions and recommendations. The conclusions and recommendations are hoped to be of value to A.A.U. and other pertinent bodies in the educational system.



CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter reviews works related to reading interests. The main points in the chapter are:

2.1 FACTORS RELATED TO READING INTERESTS

Reading interest is a function of a set of complex factors. This chapter reviews only a few of those factors that:

2.1.1 affect the development of reading interests, for example, home and school environment;

2.1.2 influence reading interests in later life, for example, sex, culture and second language.

2.2. PREVIOUS RESEARCHES ON READING INTERESTS

2.2.1 OUTSIDE ETHIOPIA

Previous researches conducted on reading interests related to European schools are briefly reviewed in this part of the chapter.

2.2.2 IN ETHIOPIA

Not much has been done in the field of reading interests in Ethiopia. The only available study conducted by Ruby V. Martz (1971) on Ethiopian secondary schools reading interests is reviewed in the study. In addition, a brief review of a few related points Mekonen Disassa (1984) raised in his

study is found in this chapter.

2.1 FACTORS, RELATED TO, READING, INTERESTS.

2.1.1 EARLY, AGE.

Many researchers in the field of reading have the notion that early age is very crucial in the development of interest in reading. Children at early age are curious to listen to amusing stories told at home. Curiosity for listening to stories at an early age is a rudimentary sign of interest in reading in later life. Undoubtedly, people who make contacts with young children, particularly mothers in Ethiopia, have a big responsibility for establishing their children's reading interests. In this regard, it is needless to emphasize the unique role of reading parents.

Reading interests, especially children's reading interests, have attracted the attention of many researchers. For example, Ashley, L.F. in Karlin (1973) surveyed reading interests of 900 children of grades four to seven. In the study, the researcher provided the subjects with 40 kinds of reading materials and required them to put the materials in the order in which they would like to read them. According to the result of the survey, mysteries, adventure stories, ghost stories, comics and science fiction were the first five while magazines, newspapers, stories of the people of other lands, fables and graded readers were the last five reading choices of the subjects of Ashley's study.

Newspapers, stories of the people of other lands and graded readers are some of the options open to Ethiopian children and adolescents.

Schonell et al. (1975) have also a high regard for early age in the development of interests in reading. In their opinion, the ages between 8-15 are very important for two purposes. On the one hand, children develop interest in reading to satisfy their immediate individual curiosity between the ages of 8-15. On the other hand, it is a convenient period for children to develop a lifelong love for literature. To emphasize the period, the authors write, "It may with some looseness be called the 'now or never' stage in helping children to develop attitudes of reading for leisure and searching for knowledge" (Schonell et al 1975: 159).

Most Ethiopian parents, mothers in particular, have no formal education. In fact, mothers and grandmothers tell amusing stories to the children by the fireside. What is missing is the link between oral and written literature. Thus, young children in Ethiopia develop a strong oral tradition in literature and story telling that could provide a strong base for reading. Unfortunately no link is created from the oral tradition at home to a reading tradition at school. Young children have little opportunity for reading in their first language stories that would strengthen the oral tradition and encourage them to pursue to read for entertainment in their leisure time.

In addition, most rural and even urban children have little chance of joining school at an early age. Thus, lack of initial guidance for the development of leisure reading interests together with lack of early exposure to school is a sign post for the existence of differences in the reading tastes of Ethiopians and Europeans.

In this connection, in order to relate parents educational background with the respondents reading interests, the subjects of this study were asked to indicate the educational level of their parents.

2.1.2 SCHOOL ENVIRONMENT

Like home, school is a significant factor that influences the development of reading interests. School environment consists of a set of interwoven factors pertaining to students reading interests. For example, Nuttal (1982), Robinson and Charlotte (Karlen:1973) and Deboer (1970) emphasize the teacher, the school reading program, school or classroom library and school educational visits.

Next to home, school is a place where students spend most of their time. The teacher is the person next to parents to make frequent contacts with children. Therefore, both the school and the teacher have no less role to play in developing and sustaining the children's reading interests than home and parents. Charlotte (1973: 322), vividly describes ~~the~~ the teacher's role in developing the students reading interests.

She writes:

If we teach a child to read yet develop not the taste for reading, all our teaching is fornaught. We shall have produced a nation of illiterate-literates, those who know how to read but do not read.

In Nuttal's (1982) opinion, intensive and extensive readings should occupy the central place in reading instruction. They are useful to train students with different reading skills and strategies. Intensive reading mainly promotes the learners' mastery of the foreign language and extensive reading promotes their out of the classroom reading interests.

Smith F. (1987) and Nuttal argue that classroom and school libraries are helpful in raising the students' reading interests. Skilful management of library such as attractive books, displays and neat shelves open to the students have a tempting power for reading for pleasure.

Secondary schools libraries in Ethiopia and libraries of A.A.U., however, do not keep their shelves open to students. For many rural secondary schools students libraries appear to have no meaning other than book stores. In this regard, secondary schools and university libraries in Ethiopia seem to play a ~~lesser~~ role than is claimed in the literature related to European libraries.

In connection with the influence of school on leisure reading interest Frager et al (1985) and Foody, E. (1970) state that periodicals, newspapers and magazines generate college students reading interests. They do this perhaps because they entertain timely

and sensational issues. They meet the students interests in events outside the country. They also use every day language which is more familiar to the students than the language in books. The cartoons that deal with current events in an amusing way in magazines and periodicals have additional persuasive effects. Above all, periodicals, magazines and newspapers are easily accessible to students and have shorter articles that can be read at a single sitting.

Enquiries pertaining to the subjects' use of the periodicals section in the main library of AAU were made in this study with the help of a questionnaire and interviews.

In Deboer's (1970) view, teachers can make good use of educational visits to places such as farm sites, factories, museums and zoos. If each visit is followed by further reading assignments for the students intellectual curiosity, there will be a higher rate of the students' contacts with books. However, follow-up work including book reports and book discussions should not be disregarded. Follow-up work by the teacher is no less important than initial guidance.

Although not much has been done on reading interests in Ethiopia, Mekonen Disassa's (1984) study has some light to cast on the situation in Ethiopian secondary Schools.

Primarily, Mekonen's study aimed at determining the level of English language proficiency of the freshman program students. One related important point he raised in the study was the subjects' English reading background. He asked if the subjects

of his study had ever been assigned by their secondary schools English teachers to give book reports. 70.5% of the replies reported that they had never been assigned to give oral or written book reports in their high school days. This implies that high school English teachers give disappointingly little attention to the development of the students' leisure time reading. In other words, students lack encouragement and guidance to pursue leisure reading not only at home from parents but also at school from teachers.

Robinson (1971) has the notion that the development of reading interests is as important as the development of reading skills and strategies. She holds the view that the development of personal interest in reading should be incorporated in the goals of reading instruction. Robinson (1971: 131) illustrates her position by asserting:

One of the most important goals of reading instruction is to develop a personal interest in reading. Personal reading enhances interests, encourages children to choose reading in preferences to other attractive media, and serves as a student's purposeful motive to improve a reading competence. Interest in reading should begin early and be nurtured throughout the school years if it is to continue into adulthood.

Robinson's argument makes us feel the need for reading interest research because it is only after research has been conducted in the area that we can develop such a lofty policy of education.

In sum, what has been stated earlier implies that both home and school situations in Ethiopia are different from what one reads in the literature of European home and school situations. Thus, both the patterns of leisure reading and the type of reading selected is expected to be very different.

2.1.3 SEX

Soares T. Anthony and Ray H. Simpson had made a study as early as 1967 to determine the influence of sex, grade and intelligence on junior high school students' recreational reading interests. In their opinion, prior studies had proved that junior secondary school is a level at which reading interests begin to decline.

Soares and Ray's study covered 824 males and 829 females. In the study, the subjects were provided with a list of 60 short stories that were common throughout the country and were required to put the books in the order of their reading preferences. The result of the study indicated that the intellectually high group had more definite and mature reading preferences than the intellectually middle or low group. The study recorded similar reading interests between students of grade 8 and grade 9. Grade 7 students had different reading interests from the two groups. The researchers reported no significant sex-related reading interests. However, analysis of the top 15 stories in the survey indicated that both sexes were attracted differently by different elements

in the story. A look at the full text of the analysis of the stories may be more informative.

The boys liked realism ..., then suspense; the girls, realism, then sentiment. The main character was a very attractive male teenager for both The boys preferred external conflict; the girls, internal conflict. Both sexes especially liked the narrative type of story and animal stories, with sports second for boys and teenager problems second for girls. Bravery and cowardice was the favourite theme for both, but it was particularly stressed by boys. The theme next in popularity for the boys was success and failure, and for the girls, love and courtship (Soares & Ray 1967:20).

Unlike Soares and his colleague's study in which no significant sex-related reading preference was reported, Thorandike and Norvell's study, as cited by Soares and Ray, recorded sex as a more influential factor in determining reading interests than age and intelligence. Norvell, from his study made on high school adolescents also concluded that sex is the most significant single factor that affects the choice of the pupils reading interests.

Mckenna (1986) also favours Norvell's position. For Mckenna, there is an increase in the differentiation between girls books and boys books with an increase in their ages. Sports, for example, Mckenna writes citing Chiv's (1973) study, becomes socially unacceptable for girls and acceptable for boys as both sexes grow into maturity. Thus, Mckenna (1986:348) concludes, "It seems clear that for a topic to have any claim of universality, it must not differ in its appeal on the basis of ... the sex of the readers."

In the present study, female subjects account for only 22.6% of the population. Attempts were made with the help of interviews and questionnaires to collect information related to sex and leisure reading interests of the subjects.

2.1.4 CULTURE AND SECOND LANGUAGE

According to Anderson V. and John G. (1984) cultural differences affect comprehension and reading attitudes. People from different cultures differ in their thought patterns and story organizations. In Kintsch and Greenec's (1978) work, as cited by Anderson and John, American students were reported to make better summaries for stories from Western culture than they did for a collection of Indian myths.

Prior to Anderson and John's finding, Steffen and his colleague's (1979) study, as quoted by Anderson and John, had proved a difference in the students understanding as a result of the influence of culture. In their study, the researchers gave two wedding letters to two groups of university students - Indian and American students. The study indicated two important results. First, both groups read faster the passages that were similar to their own culture. Then, when they were asked to recall the culturally unfamiliar texts, they were reported to have distorted facts and inserted their own cultural elements in the texts.

Anderson and John hold the view that cultural background, more than language complexity, affects comprehension. Johnson (1981) as quoted by Anderson and John, made a study on a native Iranian and American subjects and found out that both groups showed better understandings in the stories of their own cultural background. In this respect, Anderson and John (1984:102) have to say:

While there are basic similarities in the fluent reading processes across languages, ... specific language and cultural differences can affect reading especially as differences exist in orthographies, morphology, syntax and patterns of discourse.

The foregoing discussions confirm what is predictable from experience. That is, linguistic and cultural differences influence reading comprehension. In McKenna C. Michael's (1986) opinion, as in many others, reading ability is one important factor that influences reading interests. Reading comprehension is one major part of reading ability. This implies that reading comprehension, like any other factor, influences reading interests. Thus, it seems logical to generally state that people tend to choose reading materials of their own or similar to their own language and culture.

Despite the fact that there are differences in orthography, morphology and syntax between Amharic and English languages, Ruby Martz's study showed that the majority of the subjects (they were non-English language speakers) favoured reading in English. However, it should be noted that there is a shortage



of English reading materials with a cultural background familiar to the respondents.

2.2 PREVIOUS RESEARCHES ON READING INTERESTS

2.2.1 EUROPE

Skiotis, N. (1981) made a study aimed at surveying the reading habits and preferences of secondary school pupils in Greece. The study was conducted by means of a questionnaire. The subjects of the study were 1424 pupils selected from both private and government schools. In the study, the subjects were provided with 14 reading topics and were requested to indicate their reading choices in a rank order. Of the 14 reading topics, adventure, crime, social problem, novels and politics were reported the first five reading choices of the respondents.

Similarly, the subjects of this study were also provided with 8 different kinds of reading materials and were requested to indicate their first five reading preferences. The reading list included novel, short story, magazine, newspaper, religion, biography/autobiography, technical/ professional and science fiction. In an open-ended question the subjects were also asked to list reading materials of their reading choices which were perhaps not in the list.

Gorden Elliot and Linde Steikllner (1979) also made a study to assess the reading interests of 1000 students of grades 10, 11 and 12 in Mid Western US. The subjects were provided

with 40 reading items categorized under books (23 items), magazines (11 items) and newspapers (6 items). Analysis of the obtained data indicated sex-based differences in reading interests. The subjects grade levels were reported to have no relations with their reading interests. Almost all the subjects had strong interests in newspapers. The researchers concluded from the study that male students had less interests in books than female students. Girls had less taste for reading about sport and sex than boys.

Waples and Getzles, as cited by Emans and Gloria Patyk (1967), identified four motives - informative, identification, aesthetic and recreational - for reading. This initiated Emans and his colleague to conduct a study aimed at identifying the particular motives high school students have for reading and the influence of social class, sex and age on the students motives for reading. In the questionnaire, the subjects were provided with a list of four motives and were required to put the motives in the order they appealed to them. The result of the survey indicated that boys ranked 'seeking information' higher than girls. Younger students had recreational motives higher than older ones and aesthetic was the least chosen motive for reading by boys and girls. Intellectually low students favoured self-identification as the motive for their reading.

2.2.2 ETHIOPIA

Surveying reading interests in Ethiopia has not attracted researcher's attention (or has intentionally been disregarded by the researchers in the field). Whatever the reason may be only one study has been conducted on the reading interests of Ethiopians at any level of education.

Ruby V. Martz (1971), as cited in the previous pages, surveyed the reading interests of secondary school students in Addis Ababa. The study was initiated and designed by the Department of Library Science for interdisciplinary Seminar of the Faculties of Arts and Education in the former H.S.I.U. The subjects of the study were 1111 (906 boys and 205 girls) of grade 12 students sampled from six secondary schools in Addis Ababa. The schools were: Teferi Mekonnen, now Entoto Comprehensive; Prince Bede Mariam, now non-existent; Prince Mekonnen, now Addis Ketema Secondary School; Kokebe Tsibah; Medhane Alem and Minilik II Secondary Schools.

Martz used a questionnaire to gather data for the study. In the study, the subjects were provided with a list of fictions and non-fictions and were asked to show their reading choices. Table 1 indicates the respondents replies to the question. (Martz 1971; 3).

Table 1

Books	No. of Respondents	
	Boys (906)	Girls (205)
1. Adventure	521	88
2. Science	512	108
3. Detective stories	490	83
4. Politics	435	61
5. Ethiopia	361	95
6. Science fiction,	315	62
7. History	288	87

In the study, 60% of the respondents showed great interest in news-magazines such as Time and Newsweek. The same percentage said they had access to the books they wanted. About 50% of them reported that they had adequate time for reading. The study also indicated that school libraries, friends, reading rooms of foreign governments and the respondents' homes were sources of reading materials for the respondents.

To look again at Mekonen's study, 86% of the respondents in his study reported that their high schools had libraries - an encouraging percentage. The discouraging discovery was that the libraries had either few leisure reading materials or they kept their shelves closed to the students. This situation has not improved since. In addition, Mekonen reported that 66% of the subjects read 3-10 books in the four years they stayed in high schools. This indicates that some of them had read less than one book in 12 months. It was, however,

reported in Martz's study that nearly one-third of the respondents had read 11 books in one year and only 24.5% of them read 3-5 books in one year prior to the study. This would indicate that leisure reading in schools has declined.

Martz's study appears to have some exaggeration. However, developmental trends that have taken place in the 13 years between the two studies are significant enough to cause noticeable differences. In the 1970's only a small minority went to school. They often came from upper and middle classes backgrounds. They had much opportunity for leisure reading at home and at school.

The introduction of 'mass education' after the 1974 political change in the country opened a favourable opportunity for the children of the majority to join school. Most of these children came from illiterate background because 93% of the Ethiopian population had no formal education until the introduction of Literacy Campaign in 1979. Mass education enhanced rapid expansion of schools with less leisure reading facilities than the former existing schools for students. Thus, in 1980's home and school environments were not encouraging the students to read for pleasure. The situation has not improved until very recently. The country's political system in the last 17 years has had rigorous restrictions on the contents and supply of leisure reading materials. The supply of reading materials for entertainment was sadly suppressed against that of political themes. Fictions, periodicals and newspapers were scarcely available. External publications

with only socialism in content were circulating in the country. Internal leisure reading publications had also to pass through rigorous censorship. This appears to have stifled the development of the students' interests in reading for pleasure.

As of the middle of 1991, however, another new change in the country's political system has taken place. Restrictions on the themes and circulation of leisure reading materials have been lifted. Periodicals and magazines which were once banned are now on sale in public if you have the money. The accessibility of the available leisure reading materials to students in schools and in the university is, however, what still needs closer attention.

To sum up, this chapter has attempted to review related literature including related findings of previous studies. As is predictable from experience, the review discusses differences between European and Ethiopian students especially in terms of home and school background, leisure reading tradition, motivations for leisure reading and encouragements to pursue reading for pleasure. Attempts have also been made to relate the areas to be assessed in the study with what is reviewed in the chapter. Thus, the fourth chapter of the study is dedicated to the findings of the study.

CHAPTER THREE

3. METHODOLOGY AND PROCEDURE OF THE STUDY

3.1 METHODOLOGY

This is a descriptive study. The target population was A.A.U. students. A sample of 185 (10%) of the students were selected using a random sampling technique. During the sampling, care was taken to include 10 % of the population from each department and each year. Questionnaires, interviews and observations were used to gather the data.

3.2 THE SUBJECTS

3.2.1 DESCRIPTION OF THE TARGET POPULATION

The target population of the study was A.A.U. students- second year to fourth year. According to the information obtained from the Office of the Registrar of AAU, there are 13 departments that have a four year degree offering program in the Social Science Faculty.

Lists of the students of the departments were obtained from the respective departments with the help of a memo written by the chairman of the ILS's FGC. The lists obtained indicated that there were 1834 students registered in the Social Science departments in the first semester of 1992 academic calendar. Of the total 1834 students, there were only 253 female students.

The wide discrepancy between the number of boys and girls is a reflection of the situations in the secondary schools in the country. According to the information obtained from the Statistics Office of the Ministry of Education, the highest percentage of girls as against boys in Ethiopian government secondary schools is 39%. Females in Ethiopia are still sadly behind in their formal education and the higher the level the more they are discriminated against.

Second year students of the Departments of Economics, Educational Administration and Management were not included in the study because their name lists were not ready when the data for the study was collected.

Distribution of the target population according to departments and year is indicated in table 1.

Table 2

Distribution of the Target population According to
Departments and year.

Department/Faculty	II Year			III Year			IV Year		
	M	F	Total	M	F	T	M	F	T
1. Business & Economics									
1.1 Accounting	103	12	115	97	23	120	151	26	177
1.2 Economics	-	-	-	99	23	122	107	24	131
1.3 Management al	-	-	-	103	12	125	134	15	149
2. Education Faculty									
2.1 Business Education	24	6	30	14	6	20	16	5	21
2.2 Education Administration al	-	-	-	52	-	52	35	1	36
2.3 Educational psych.	19	2	21	7	2	9	12	-	12
3. College of Social Sciences									
3.1 Geography	39	1	40	30	-	30	34	1	35
3.2 History	34	6	40	22	-	22	26	3	29
3.3 PSIR	29	3	32	19	1	20	16	1	17
3.4 SOSA	30	1	31	15	3	18	17	3	20
4. ILS									
4.1 Eth-Lang. & Lit.	38	8	46	32	4	36	30	3	33
4.2 FL & Literature	55	20	75	49	10	59	64	23	87
4.3 Theatre Arts	13	2	15	7	-	7	9	3	12
Total	384	61		546	84		651	108	

3.3 METHODS OF DATA COLLECTION

3.3.1 QUESTIONNAIRE

Three sets of questionnaires, two in English and one in Amharic, were used for data collection.

Fundamentally, the target subjects of the study were A.A.U. students. However, instructors from the Department of Foreign Languages and literature and librarians working in the libraries of AAU were used as additional sources of data. Additional sources of data were needed to maximize the validity of the target respondents replies.

In order to ensure better communication, the questionnaire for the librarians was constructed in Amharic. The other two sets of questionnaires were developed in English. In developing the questionnaire for the students, care was taken to fit the language to their level. The questionnaire had a cover letter to introduce the purpose of the study to the respondents.

3.3.1.1 DESIGN OF THE QUESTIONNAIRE

The questionnaire, especially the questionnaire for the students, had two sections. Section one was concerned with the respondents personal data. It had 8 questions aimed at establishing the respondents present level and background information. (See pages ~~38-39~~ for the detail of the information).

Section two of the questionnaire had 22 questions on the respondents reading habits and interests. There were 2 questions related to the respondents' leisure time. The purpose of these questions was to make sure the respondents had leisure time. A series of questions were meant to draw information on the respondents: leisure reading interests; leisure reading materials; purpose of leisure reading; and the amount of past and present leisure reading. The other series of questions were aimed at identifying the language in which the respondents choose to read for pleasure.

Enquiries into the respondents leisure time activities other than reading were made with the help of three questions and these were followed by questions on sources of leisure reading materials.

3.3.1.2 ADMINISTRATION OF THE QUESTIONNAIRE

The questionnaire for the students was first administered to 25 students selected from different departments and years. The replies obtained from the mini-sample were analysed and interpreted. The result obtained suggested revision of few items. Thus, the final version of the questionnaire was directly related to the purpose of the study.

The administration of the final version of the questionnaire took place from March 16 - 23/92. The questionnaire was administered by instructors. The respondents filled in the questionnaire at home so as not to affect their academic periods during lesson hours. Table 1 shows the sample size, number

of respondents and non-respondents.

Table 3.

	Initial sample size	Respondents		Non-Respondents		Final Sample size		
		M	F	M	F	M	F	Total
1. Accounting	40	25	8	7	-	25	8	33
2. Economics	25	20	4	1	-	20	4	24
3. Management	27	24	-	-	3	24	-	24
4. Business Education	7	7	-	-	-	7	3	10
5. Business Administration	9	8	1	-	-	8	1	9
6. Educational psychology	6	6	-	-	-	6	-	6
7. Geography	11	8	1	2	-	8	1	9
8. History	9	9	-	-	-	9	-	9
9. PSIR	7	3	-	4	-	3	-	3
10. SOSA	8	5	-	3	-	5	-	5
11. Eth. Langs & Lit	12	8	4	-	-	8	7	15
12. FL & Literature	22	20	2	-	-	20	25	35
13. Theatre Arts	3	2	1	-	-	2	1	3
Total	186	145	21	17	3	145	40	185

As indicated in the table, the questionnaire was first administered to 186 respondents sampled from the 13 departments in the study. The sample is 10% of the target population. Twenty students did not return the questionnaire. The instructors told the researcher that those students did not show up in the last few periods prior to the first semester examination. This made the researcher administer the same number of questionnaire to another group selected from the same target population.

At this point the researcher felt the need for increasing the number of female subjects in the study. Thus, two departments from the ILS (Department of Ethiopian Languages and Literature and Foreign Languages and Literature) were chosen. The decision to select the two departments was based on the relevance of their areas of studies to extensive reading. The choice of the other department (Department of Business Education) was decided by drawing lots. Finally, 20 questionnaire was administered to female respondents (3 from Business Education, 4 from the Department of Ethiopian Languages and Literature and 13 from Foreign Language and Literature). The administration of the questionnaire to the female respondents from the Departments of Business Education and Ethiopian Languages and Literature took place by instructors. The researcher administered the questionnaire to female respondents from the Department of Foreign Language and Literature. The administration of the questionnaire required the researcher two days. The respondents filled in the questionnaire at home. One subject from the Department of Ethiopian Languages and Literature did not return the questionnaire.

3.3.1.3 QUESTIONNAIRE FOR INSTRUCTORS

Of the total ³⁶ regular instructors from the Department of Foreign Languages and Literature, 20 of them were randomly selected and used as additional source of data. The questionnaire for the instructors had 13 questions related to the students reading interests. (See appendix D for the detail of the

questionnaire). The researcher administered the questionnaire in person. It took 10 days to collect the replies from the instructors. There was one non-respondent among the instructors.

3.3.1.4 QUESTIONNAIRE FOR THE LIBRARIANS.

Of the total 38 assistant librarians working in three sections (periodicals, circulation desk and Ethiopian Collections) in the Main Library, 11 of them were randomly selected and used as supplementary source of data. This questionnaire had to serve two purposes. On the one hand, it verified the students replies. On the other hand, it served as a primary source of data related to the kinds of reading materials available in the library. The questions were prepared in Amharic. In addition, they were related to the periodicals, circulation desk and Ethiopian Collection of the Main Library. The administration of the questionnaire was made by the researcher. The administration took two days. The respondents filled in the questionnaire at home in order not to affect their working hour. There were 19 questions in the questionnaire. (See appendix C for the detail of the questions).

3.3.2 INTERVIEWS

3.3.2.1 INTERVIEWS FOR THE LIBRARIANS

Two sets of interviews (follow-up interviews) were used for confirmation of replies obtained through the questionnaires.

They were held with the librarians and the students. Two more librarians who were not selected for the questionnaire were interviewed because of the relevance of their position to the management of the libraries. In addition, two assistant chiefs— one in the periodicals section and the other on the circulation desk — were interviewed mainly for follow-up purposes. (See appendix F for the detail of the questionnaire).

3.3.2.2 INTERVIEWS FOR THE STUDENTS.

Nine students were selected and interviewed from among the students whose replies to the questionnaire needed follow-up interviews. The interviews were needed to make sure that the students did not respond to some of the questions only the way they thought the researcher would like them to respond. The areas the interviews covered were : The level at which they started leisure reading; the kinds of reading materials they select; the amount of their leisure reading; the language in which they choose to read and the amount of their leisure time they spend on reading. (See appendix E for the detail of the questionnaire).

CHAPTER FOUR

4. RESULTS AND DISCUSSION

4.1 LEISURE TIME

Obviously, leisure reading is only possible when there is leisure time. Therefore, it is important to make sure whether or not the subjects of this study have leisure time.

Two questions (No 9 & 10) were designed to gather information on the respondents' leisure time. Question 9 asked if the respondents had leisure time. To this question, 95% of them replied they had leisure time and 5% said they had no leisure time.

Item 10 in the questionnaire had to do with the amount of the respondents' leisure time every day. The replies indicated that: 69% of the respondents had 2-4 hours; 16% of them had less than 1 hour and 10% of them had 5 hours or more leisure time every day.

4.2 LEISURE TIME READING

As repeatedly been stated in the previous chapters, the purpose of this study is to survey leisure time reading interests of AAU students. To achieve this purpose, the subjects of the study were asked whether or not they read materials not directly related to their academic courses in their leisure time. The replies to this question (No. 11) are indicated in table 4.

TABLE 4

Item 11.	No. of Respondents			
	Yes	%	No	%
Do you read materials not directly related to your academic work in your leisure time?	155	88%	20	36

As indicated in the table the responses to the question are encouraging. 88 % of them said they read for pleasure in their leisure time.

In order to verify the students' replies librarians instructors and personal observations were used as additional sources of data.

Librarians, particularly those who work on the circulation desk, in the Ethiopian Collections' and in the periodicals section of the Main Library in AAU have connections with the students leisure reading habits. Therefore, interviews and questionnaire were used to gather additional evidence from them. For example, item 2.1 in the questionnaire for the librarians was related to the number of students who go to the library for purposes of reading other than their academic requirements. Six of the eleven respondents said that many students went to the library either for spot reading or for borrowing reading materials not directly related to their courses. Interview replies obtained from section head in the periodicals, the Ethiopian collections and circulation desk also confirmed that many students use the periodicals and the Ethiopian Collec-

tions sections for leisure reading purposes.

The researcher also has seen a large number of students reading newspapers and periodicals in the periodicals section during his five days of observation in the Main Library.

Instructors were the other source of data for further verification of the students' responses. In this connection, it should be noted that one purpose of teaching a foreign language, English in our case, is not only to promote the learners' out of the classroom independent reading in the language but also to follow-up and monitor their reading. Thus, in this study instructors from the Department of Foreign Languages and Literature were asked to judge from their students performances in the language classes their reactions-positive or negative-to reading materials not related to their courses in their leisure time. Of the 19 instructors, 10 of them said their students had positive reactions; 2 of them said negative and 7 instructors did not respond.

To sum up, analysis of the data gathered from the librarians and the instructors in conjunction with personal observations implies that the subjects of this study read, though perhaps not as much as they claimed, materials not directly related to their academic courses in their leisure time.

4.3 KINDS OF READING MATERIALS

There were questions in the questionnaire that had to do with identifying the kinds of reading materials that interest the respondents. Table 5 below shows the replies to one of these questions (No. 12).

TABLE 5

Item 12	Kinds of Reading Materials	No. of Respondents	
1	Books only	18	12.6%
2	Magazines only	12	7.7%
3	Newspapers only	7	4.5%
4	Books and magazines only	11	7.0%
5	Books and newspapers only	13	8.3%
6	Magazines and newspapers only	24	15.4%
7	Books, magazines and newspapers	70	45.5%

The table reveals that nearly half of the respondents (45.5%) read a combination of the reading materials. Magazines and newspapers only also have a significant percentage of readers. Follow-up interviews with the students also confirmed that the respondents read books, magazines and newspapers. In addition, in the interviews they had made it clear that they spend more time on reading magazines and newspapers than they do on books. Asked why they spent more time on reading magazines and newspapers, the respondents replied that magazines and newspapers have shorter articles than books.

In addition, they said magazines and newspapers are easily available and accessible to them. They had the opinion that they read books for pleasure particularly when they have light or no academic work. Inter-semester break and summer vacation are the two long vacations available to the respondents in which they said they read books for pleasure.

In an attempt to investigate the amount of the leisure time the subjects spent on reading in relation to other competing leisure time activities, they were asked if they took part in any activities apart from reading in their leisure time. In response to this question (No 27), 87% of them said they took part in sports, music, theatre, cinema & TV watching besides reading in their leisure time. Of those who said they participated in activities different from reading: 24% of them said they spent less than $\frac{1}{4}$; 17% said they spent less than $\frac{1}{2}$; 14% said they spent $\frac{1}{2}$ and 36% of them reported that they spent more than half of their leisure time on reading. The replies indicated that half of the subjects spent half or more than half of their leisure time on reading. However, this is a very high percentage of time spent on leisure reading especially in light of shortage of books and lack of the tradition of reading books for pleasure. Thus, a follow-up interview was designed to verify the responses. In the interviews the students said they generally spent less than half of their leisure time on leisure reading purposes throughout the semesters. However, they emphasized that during their vacations, especially in summer, they chose to read at home.

In their opinion , as is predictable from daily experience, hobbies such as watching video films, music, cinema and theatre require money and, thus, apart from bad weather, financial problems also force them to stay in doors, reading. Respondents who came to the university from rural locations did not claim any option other than reading if they got books in summer. The probable truth of the students replies was further verified by their ability to name books they had read in the holidays.

In question 15, an attempt was made to see the order of the subjects reading preferences. In the question, they were provided with a list of 8 reading materials and were required to indicate the order of their first five reading preferences.

The 8 kinds of the reading materials in the list were available in the Main Library. The list had novel, short story, newspaper, magazine, religion, biography/auto-biography and professional/technical books. The replies to this question (No 15) are indicated in table 6.

TABLE 6

Order of the Respondents' Reading Preferences

Reading Materials	1 st		2 nd		3 rd		4 th		5 th	
	No	%	No	%	No	%	No	%	No	%
1 Novel	39	25.1%	21	13.5%	22	14.6%	22	14.9%	17	12.2%
2 Newspaper	28	18.0%	23	14.8%	27	18.0%	25	17.0%	21	15.1%
3 Magazine	23	14.8%	44	28.3%	28	18.6%	24	16.3%	15	10.7%
4 Religion	23	14.8%	10	6.4%	15	10%	15	10.2%	13	9.3%
5 Short story	20	12.9%	39	25.1%	30	20%	23	15.6%	15	10.7%
6 Technical/professional	15	9.6%	8	5.1%	5	3.3%	11	7.4%	15	10.7%
7 Science fiction	5	3.2%	6	3.8%	16	10.6%	17	11.5%	20	14.3%
8 Biography	2	1.3%	4	2.8%	7	4.6%	10	6.8%	23	16.5%

The table indicates that novel, magazine, short story, newspaper and biography are the first five reading choices of the respondents. For confirmation of the replies, a similar reading list was prepared in Amharic and administered to the librarians. The replies obtained largely agreed with the students responses. In addition, interviews made with an assistant librarian with 12 years of work experience in the different sections of the library also supported the data gathered through the questionnaires. The interviewee had, however, emphasized a recent increase in the demands for spiritual writings. It is also observable from table 6 that 14.8% of the respondents chose first religion in their reading list. This new trend, in the researchers opinion, might have appeared either as a result of lack of reading materials that interest them or because they wanted religion as an asylum in their flight from the rapidly

changing political situations in the country.

Further enquiry was made to make sure whether or not the subjects of this study read books for pleasure in their free time. For example, in item 17 they were required to write names of five authors (Ethiopians or non-Ethiopians) or five titles of Amharic or English fictions they have read in the last 4-6 years. Almost all the respondents replied to the questions, in particular, to the Amharic books or authors. Few English books or authors were listed as their favorites. Ten of the authors that were listed by five or more respondents were: Agatha Christie, Arther Hailey, Chinua Achebe, Erving Wallace, George Orwell, Harold Robinson, J. Austen, J. Susan, Robert Ludlum and Sidney Sheldon. Regrettably, English writings of Ethiopians are not many and the few that are available have not widely been introduced. None, except one, has among many African writers been mentioned in the respondents' list of fictions/authors.

When asked in a follow-up interview the works of Ethiopians and Africans they have read recently, they found the Ethiopian case strange. As for the Africans, they said their fictions are less entertaining and their language is less expressive than that of the Europeans. Further investigation of this issue is not a matter of immediate concern to this study. However, it should be indicated that this in itself is an interesting area of research for someone to take up.

In addition, interviews and questionnaire replies obtained from the librarians confirmed that Things Fall Apart, Animal

Farm, The Other Side of Midnight, The Man, and Windmills of the God were the most frequently demanded fiction books in the library. In their replies the librarians have also indicated that Amharic works of Baalu Girma, Haddis Alemayehu, Mamo Wudneh, Berhanu Zerihun and Sisay Nigusu were among the frequently demanded works.

A further attempt was also made to draw the respondents' opinion in a follow-up interview on the kinds of fictions that interest them. In the interviews no significant differences in their reading interests were recorded. They generally had the feeling that crime/detective story, adventure story, modern thrillers and love story can satisfy their curiosity.

The replies suggest that the respondents have not had the opportunity to develop specific reading interests largely due to lack of variety of reading materials.

4.4 LANGUAGE

Four questions were concerned with the language in which the respondents choose to read. Table 7 indicates the replies to one of those questions.

TABLE 7

Item 24	No of respondents	
	Amharic	English
In which language do you choose to read materials not directly related to your academic work in your leisure time?	48 30.9%	107 69%

As can be observed from the table more than half of the respondents (69.6%) chose to read in English. However, their responses to item 17 in which they managed to write only a few names of authors/fictions they have read in the last 4-6 years indicate that their replies to question 24 are a little exaggerated. Another counter evidence is the librarians replies to item 2.8 in which they were asked the language in which the students chose to read. Of the 9 librarians who responded to this question, 6 of them said that the students choose to read in Amharic, 2 respondents said the students choose to read in both languages and 1 librarian said the students choose to read in English. Moreover, interviews made with the librarians in the Ethiopian Collection and circulation desk indicated that more students borrow Amharic fiction than English fiction for the purposes of leisure reading.

Items 25 and 26 were also meant to draw information from the respondents on the language in which they choose to read. Table 3 indicates the replies.

TABLE 8.

Item 25	Reasons for Reading in Amharic	No of Respondents: 48
	The language is more familiar	18
	The culture is more familiar	3
	The materials are easily available	3
	All	24
Item 26	Reasons for Reading in English	No of Respondents: 107
	The materials are more interesting and entertaining	35
	For language improvement	60
	The materials are easily available	2
	All	10

The table indicates that language improvement is the reason for 60 of the respondents who said they chose to read in English for pleasure. A follow-up interview was conducted in order to verify the subjects replies to the question.

In the interview the students replied that they read largely in English in their free time not because the language or the culture is more familiar to them than Amharic but because English is more entertaining and expressive than Amharic. In their opinion, except for the recently introduced translations, most of the Amharic original fictions have had political implications in the past. This, they said, had discouraged their taste for Amharic literary products.

Apart from political inclinations, the Ethiopian literary culture does not entertain modern thrillers, sensational themes and love story as overtly as the European literary culture does. These missing themes seem to attract readers to choose to read in English. However, the present respondents appear to have insufficient English reading background. Their failure to write many names of different fictions/ authors they have recently read and the amount of leisure reading they read in secondary school (which is very little) indicates that they have insufficient English reading background. When seen in light of their poor English reading background, shortage of reading materials and lack of reading tradition, most of them appear to have no habit of reading in English for pleasure. Most of their leisure time reading in English seems to have functional purposes, i.e. to improve their language.

4.5 THE AMOUNT OF PAST AND PRESENT READING

As stated in the second chapter of this study, early age and early school have remarkable effects on the development of lifetime reading habit. In order to trace the leisure reading interests of the subjects of this study, item 18 asked them at what level of their education they started leisure reading. Surprisingly, only 11% of them replied that they started leisure reading at AAU. The large majority said they started reading for pleasure in secondary schools. Interviews made with some of these respondents also agreed with their replies to the question-

aire. In actual fact, however, this researcher, from 8 years of teaching in different secondary schools, has observed that some of the high schools have no libraries. Wherever there are libraries, there are few simplified readers that could encourage the students to read in their free time. Worst of all; libraries with some leisure time reading materials do not keep their shelves open to students. Moreover, there are no public libraries in the most part of the country. Book shops are also few in number. The price of English fictions is beyond the reach of students. The majority of parents have no formal education and the few that have formal education have no reading tradition and thus have no reading rooms at home. This implies that there is little opportunity for most of the respondents to start reading for pleasure at secondary school level. Thus, the 89% who claimed to have started reading for pleasure at secondary school level may have somehow managed to read a small number of books or their answer reflected the desire to read. It should, however, be noted that given appropriate reading materials, leisure reading could increase rapidly in the four years the students stay in secondary schools.

More enquires were made into the amount of the respondents' leisure reading. Table 9 indicates the responses to two questions (No 19 & 20) aimed at achieving this purpose.

TABLE 9

Average number of books read by the respondents in 4 years in secondary school & in one year now.

Item 19		Item 20			
Secondary school	No of Respondents		A.A.U.	No of Responde	
1 - 5 books	14	11.7%	1-3 books	51	38.6%
6 - 10 books	18	15.1%	4-6 books	38	28.7%
11 - 15 books	12	10.0%	7-9 books	20	15.1%
16 - 20 "	18	15.1%	more than 10 books	23	17.4%
more than 20 books	57	47.8%			

A comparison between the responses to the two items in table 9 shows a continuity in the reading habit of the respondents. However, no encouraging differences are observable. For example 26.8% (11.7% + 15.1%) of them read ten or less than ten books in the four years they stayed in high school. That is, they read less than 3 books in one year. Similarly, 38.6% of the respondents said they read 3 or less than 3 books in one year in A.A.U.

In a follow-up interview, the students confirmed that they read on average more books in one year in secondary school than they do in one year in the university. In contrast, they said they read more newspapers and magazines now than they did in their high school days. This is probably the result of opportunity.

4.6 READING RESOURCE

The respondents were asked if AAU libraries provide them with various leisure reading materials they like to read. To the question (item 30) nearly half (49%) of them replied that the libraries do not provide them with the kinds of reading materials they select to read for pleasure. Replies obtained from the librarians to the question (No 13) and interviews also show that the libraries do not fully meet the leisure reading demands of the students. More significant than the shortage of leisure reading materials in the library is the access rule used in the libraries. All the libraries in AAU use the closed stack system.

The closed stack system gives the students no opportunity for getting closer and browsing among books. As students go closer to books they get attracted by the colour of the book, cover pictures and commentaries on cover pages. Unfortunately, AAU students have missed this and this, in turn, has paralysed the development of their interest in reading books for pleasure.

When asked in an interview why they don't use the open stack system and keep their shelves open to students, the librarians replied that the closed stack system guarantees the security of books. In their opinion, the catalogue system is available to the students to compensate for the closed stack system. However, the students' skill/^{to}use the catalogue system is open to question.

4.7 SEX AND READING INTERESTS

Analysis of the respondents replies to the questions did not imply any sex-related differences in the reading preferences of the subjects of the study.

Analysis of the librarians and instructors replies also did not suggest any observable differences between the reading interests of male and female respondents. This may be due to the fact that the most obvious subjects which would show a sex difference are not obtainable. For example, sports magazines, women's own' type magazines, magazines on hobbies, etc. are not available to the subjects of the study.

In a questionnaire, the librarians in the periodicals section were provided with a list of 'popular journals' and newspapers available in the section and were required to identify those read only by boys; those read only by girls; those read by boys and girls and those not demanded by either sexes. The journals and the newspapers in the list are in closed stack and issued only for spot reading against the students' identification cards. Table 10 indicates the results.

TABLE 10

No	Name of the journal/newspaper	Read by boys only	Read by girls only	Read by boys&girls	Not demanded by either sexes
1	Addis Zemen (Sunday edition)			✓	
2	Africa Confidential				✓
3	Africa Report				✓
4	Ebony		✓		
5	The Ethiopian Herald			✓	
6	National Geographic				✓
7	Newsweek			✓	
8	Reader's Digest			✓	
9	Selamta (English magazine)			✓	
10	Tseday (Amharic magazine)			✓	
11	Yezareitu Ethiopia			✓	
12	Time			✓	

Sex related difference in reading is negligible from the table.

Instructors were also asked in a questionnaire if they had observed any sex-related reading preferences among their students. Of the 19 instructors asked, 13 of them said they had not observed any sex related reading preference, 3 of them said they have observed slight differences and 3 instructors were non-respondents. Those who said they had observed differences reported that girls prefer novels, especially modern thrillers and sensational love stories while boys are inclined to reading serious stories, social, economic and political problems. Interviews made with boys and girls, however, did not show any sign of differences in their reading interests.

This may at least in part be due to the lack of variety of reading materials. Western materials aimed at a particular sex or interest group such as women's own' or 'Just 17' or magazines on football are not available.

CHAPTER FIVE

5.1 CONCLUSION

The study has attempted to survey the leisure reading interests of AAU students. Instructors, librarians and personal observations were used as additional sources of data for further verification of the replies obtained from the students. However, the questionnaire remained the primary means of the data collection for the study. Follow-up interviews with students and librarians were also used to validate the students replies.

Investigation of the replies obtained from the main and supplementary sources generally appear to suggest that most of the respondents have little concept of reading for pleasure. That is, they have the desire to read in English to improve their language rather than to entertain themselves. Thus, their leisure reading seems to have a utilitarian purpose. Moreover, further investigation of the result of the study indicates that:

1. As stated in the purposes, this study aimed at seeing if AAU students are engaged in reading materials outside their academic reading requirements in their leisure time. In this regard, the findings of the study indicated that most of the respondents read materials not directly related to their courses in in their leisure time, especially when opportunities for other competing leisure time activities are not

open to them. However, this sporadic reading habit has not yet crystallized into definite reading habits and interests (See table 4).

2. The other purpose of this study is to identify the kinds of reading materials that AAU students select to read in their leisure time. In this connection, the result of this study indicated that novel, magazine , short story, newspaper and biography are all reading materials the respondents are inclined to read (see table 6). However, magazines and newspapers appear to be their most frequent reading favourites largely because of length of the articles.
3. Most of the respondents have not had the opportunity to develop specific reading interests due to lack of variety of reading materials. Nonetheless, there is some cause for optimism. Most respondents claim to read, though not a lot, they would appear to want to read if the opportunity is given. So hopefully, their leisure reading habit can improve and they will develop specific reading interests if various leisure reading materials become available to them.
4. There is hardly any significant difference between the respondents' leisure reading interests that can be traced to sex, field of study or level of education. This appears largely due to lack of variety in the reading materials they managed to read.

5. Contrary to expectations, the result of this study has indicated no significant correlations between the respondents' background data (e.g. school, economic, place of birth, etc.) and their reading interests. Further reserach is needed to investigate possible correlations.

5.2 RECOMMENDATIONS.

The following recommendations are made in light of the findings of the present study.

1. Teachers at different levels of education have a direct influence on the students reading interests. Students who have additional backup at home start to read for pleasure as early as the elementary school. In Ethiopia, the situation is different. Apart from schools, students have little opportunity to start to read for pleasure in their free time. Thus, secondary schools are the starting place for motivating students to read English books for pleasure. To this end, teachers, secondary school teachers in particular,



should see that teaching the reading skill is only one side of their task. The other side is making a lifelong provision for the development of the students' interests in leisure reading. Thus:

- 1.1 Secondary school teachers should give motivations by: explaining the benefits of leisure reading to the student; reading to students biographies of famous authors; opening reading corners in the classroom; developing reading schemes and
- 1.2 They should monitor the students leisure reading by: demanding oral or written book reports on some chapters; assigning roles to students to act the roles of prominent characters in fictions; giving incentives upon completing a story and developing regular feedback sessions.
2. Secondary school English syllabus designers should incorporate chapters that encourage extra reading into ENE at different grades. That is, short extracts can be taken from fiction and the students can be required to read all the fiction and report to the class. The extracts taken from Mine Boy by Peter Abrahams and Mother by Gorky (ENE: grade 12) are good examples.
3. Secondary school libraries should introduce simplified series and graded readers. Libraries in collaboration with English teachers should develop regular programs in which the students make group visits to the shelves in the stack if the stacks are not in a position to keep their shelves open to students.

4. In their co-curricular activities, secondary schools have developed various clubs including literary and library clubs. These clubs should be used as link between the students, libraries and reading tradition.
5. Secondary school programs have at least one 'library' period per week for each section and grade. Libraries should provide opportunities for students to browse among books during this period. Browsing among books has a persuasive power to tempt even reluctant readers.
6. Secondary school students are paying a rent for using text books. The school administration should allocate enough money from the rent to buy relevant leisure reading materials in English and/ⁱⁿany other local literary language. In this regard, libraries should continually introduce their new requisitions to the students.
7. At university level, service courses should encourage the students to develop external reading habit. That is, Freshman and Sophomore courses should be restructured to include extensive reading programs. For example, extracts can be taken from fictions and used to teach reading, listening and writing skills by making proper adaptations if required. Extended questions that force the students to read the rest of the book can be developed. This may arouse their apparently latent curiosity for leisure reading.

8. AAU libraries should change library access rules and keep their shelves open to students.
9. The University should introduce (both in kinds and in quantity) more copies of novels, magazines, short stories, newspapers and biographies to the students. These are the kinds of the reading materials that the present respondents are inclined to select in their leisure time.
10. Obviously, there are not many public libraries in the country. The few that are available are found only in Addis Ababa and a few other towns. There are, however, plenty of 'reading rooms' that were once opened at 'Kebele' level to foster the ideological consciousness of the people. Most of these reading rooms are not functional now. City councils and urban associations at different levels should change the rooms into public libraries.
11. Book shops should not only expand their branches but also they should introduce the reading materials they have to the public through displays and exhibitions.
12. The now missing link between the oral tradition at home and the 'literary tradition' at school should be bridged by producing simple stories, children's literature, etc. in local languages for younger children. (The new syllabus being designed in different local languages for elementary schools will be of help.)

13. A closer study of the topics that would motivate students to read for pleasure should be conducted in AAU. For example, the study designed by Abdu Mohammed on intensive reading that will motivate the students to read seems a good start in the area.

BIBLIOGRAPHY

- Anderson V. Billie and John G. (1984), " Cross Cultural Schemata and Reading comprehension", Journal of Reading, Vol. 28, No. 2, pp. 102-108.
- Beard Rogers (1987), Developing Reading 3-13, Bungay, Suffolk: Richard Clay Ltd.
- Cochran G. William (1977), Sampling Technique (3rd edition), John Wiley & Sons, Inc.
- Deboer J./ Martha D. (1970), The Teaching of Reading, Holt Rinehart and Winston, Inc.
- Emans Robert and Gloria Patyk (1987), " Why do High School Students Read?" Journal of Reading, Vol. 10 No 5. pp. 300-304.
- Foody E. Norman (1970), " Reading Periodicals in a Community College", Journal of Reading, Vol. 41, No. 1, pp. 9-14.
- Frager M. Alan & Loren C. (1985), " Teaching College Study Skill with a Newspaper Magazine", Journal of Reading, Vol 28, No 5. pp. 28-32.
- Gorden Elliot et al. (1979), " Reading Preferences of Urban and Sub urban Secondary Students", Journal of Reading Vol. 23, No 2, pp. 121-125.
- Grellet, Françoise (1981), Developing Reading Skill, Cambridge University Press.
- Hafiz, F. M & Ian Tudor (1989), " Extensive Reading and the Development of Language Skills", English Language Teaching Journal, Vol. 43, No 1. pp. 4-11.
- Isaacson, Rih Sharon (1976), " Another Look at the Junior Novel", English Language Teaching Journal, Vol. 19 No 8, pp. 627-634.
- Karlin, Robert (edt.) (1973), Perspectives on Elementary Reading, Harcourt Brace Jovanovich, Inc.

- Atb
An
- Martz, Ruby V. (1971), " A survey of Reading Interests of secondary school students in Addis Ababa", Addis Ababa, H.S.U.I. (mimeographed).
- Mckenna C. Michael (1986), " Reading Interests of Remedial secondary school students", Journal of Reading Vol. 29, No 4. pp. 346-350.
- Mekonen Disasa (1984), " The Determination of the English Language proficiency of Freshman", Unpublished M.A. Thesis, Addis Ababa University.
- Nuttal Christine (1982), Teaching Reading Skills in a Foreign Language, Great Britain: Richard Clay (The Chaucer Press) Ltd. Bungay and Company.
- Parrish, Betta (1983), " put a Little Romantic Fiction into your Reading program", Journal of Reading, Vol. 26, No 7. pp. 610-615
- Ribovich E. and Erickson Lowerence (1980), " A Study of Lifelong Reading with Implications for Instructional Program", Journal of Reading, Vol. 24, No. 1. pp. 20-26.
- Robinson H. Alan (1968), " Developing Lifetime Readers", Journal of Reading, Vol. 11, No 4. pp. 261-267.
- Robinson M. Helen (edt.) (1971), Coordinating Reading Instruction, Foresman & Company.
- Sanacore, Joseph (1982), " Promoting Free Reading in the content Areas", Journal of Reading, Vol. 27, No 3. pp. 229-233.
- Schonell et al. (1975), The Psychology and Teaching of Reading, Western Printing Services Limited: Bristol.
- Sikiotis N. (1981), " Reading Habits and preferences of Secondary School pupils in Greece", English Language Teaching Journal, Vol. 35, No 3. pp. 300-306.
- Smith, F. (1985). Reading (Second Edition) Cambridge University Press.

Soares T. Anthony & Ray H. Simpson (1967), " Interest in recreational Reading of Junior High School Students" Journal of Reading, Vol. 11, No 1, pp. 14-20

Walker C. (1989), " Individualising Reading", English Language Teaching Journal, Vol. 41, No 1. pp. 46-49

Wolf E, Ronald (1977), " What is Reading Good For? Perspectives from Senior citizens", Journal of Reading, Vol. 21 No 1. pp. 15-17

Appendix A

BACKGROUND INFORMATION OF THE SAMPLE

TABLE 11

Place of Birth & Sex

Place of Birth	No of Respondents		Sex	No of Respondents	
Addis Ababa	38	20.6%	M	145	78.3%
Urban	74	40.2%	F	40	21.6%
Rural	72	39.1%			

TABLE12

Age and First Language

Age	No of Respondents		First Language	No of Respondents	
17 - 19	28	15.3%	Amharic	116	65.1%
20 - 22	110	60.4%	Oromo	39	21.9%
23 - 25	20	10.9%	Tigrigna	15	8.4%
26 & above	24	13.1%	Others	8	4.4%

TABLE13

Secondary School Attended

School Type	No. of Respondents	
Government	148	81.3%
Non-government	34	18.6%

Appendix A. (cont.)

TABLE 14

Parents Level of Education					
Level of Education	Father		Mother		
No formal education	95	52.4%	124	67%	
Elementary Sch. complete	40	21.9%	32	17.2%	
Secondary Sch. complete	22	12.0%	15	8.1%	
College education	24	13.1%	14	7.5%	

TABLE 15

Parents Occupation and Income						
Occupation	Father		Mother		Income in Eth. Birr	No. of Res-pondents
Gov't employee	44	24.8%	23	13.7%	Less than 250	71 42.2%
Non-gov't employ- yee	26	14.6%	26	15.5%	251-500	43 25.5%
Self-employed	107	60.4%	118	70.6%	501-750	24 14.2%
					751-1000	16 9.5%
					Above 1000	14 8.3%

Appendix B.

Questionnaire Covering Letter.

Dear _____,

The purpose of this questionnaire is to gather data for a study leading to an MA degree in TEFL - Teaching English as a Foreign Language.

This study which surveys the leisure reading interests of AAU students aims at examining whether or not AAU students are engaged in reading other than their academic reading requirements and, if they are, to identify the kinds of reading materials that are of their interests.

The researcher hopes that the result of this study will enable the university to make necessary provisions for various leisure time reading demands of AAU students.

The information you provide through this questionnaire will remain confidential throughout and will only be used for this purely academic purpose. Therefore, please be honest and feel free to provide genuine information.

Your contribution to the success of this study is highly appreciated.

Thank you!!
Sincerely yours,

Tamene Kitila
School of Graduate Studies
Addis Ababa University

Appendix B (Questionnaire for Students)

Section 1

Please put a tick (✓) in the box (Nos. 1-2).

1. Place of birth:

1	2	3
Addis Ababa	Urban	Rural

2. Sex:

1	2
M	F

Please fill in the following (Nos. 3-6)

3. First language: _____

4. Age: _____

5. Department _____

6. Year _____

Please put a tick (✓) in the box (Nos. 7-8.3)

7. Type of school attended:

	1	2	3
School	Government	Mission	Public
Elementary			
Junior			
Senior Sec.			

8. Your parents:

8.1 Level of Education

	No formal education	Elementary sch. complete	Secondary sch. complete	College education		
				diploma holder	1 st degree	2 nd degree
Father						
Mother						

8.2 Occupation

	1	2	3
	Government employee.	Non-govt employee.	If self-employed, please specify type of occupation e.g., farmer, etc.,
Father			
Mother			

8.3 Monthly income of your parents in Ethiopian Birr

1	2	3	4	5
Less than 250 Birr	250-500 Birr	501-750 Birr	751-1000 Birr	above 1000 Birr

Section 2

Please put a tick (✓) in the box. (Nos. 9-14)

9. Do you have leisure time, i.e., time you are free from academic work?

1	2
Yes	No

10. If yes (No. 9), how much free time do you have every day?

1	2	3
Less than 1 hour	2-4 hours	5 hours and above

11. Do you read for entertainment, materials not directly related to your academic work, during your free time?

1	2
Yes	No

12. If yes (No. 11), what kinds of materials do you read?

If your response is more than one, please indicate them.

1	2	3	4	5	6	7
Books only	Magazines only	Newspapers only	1&2	1&3	2&3	1, 2 & 3

13. What is the purpose of your leisure reading? If your response is more than one, please indicate them.

1	2	3	4	5	6	7	
Enjoyment only	Language improvement only	Information only					IF other please specify below
			1&2	1&3	2&3	1,2&3	

14. Match the purposes of leisure reading stated below with the materials you read in your free time. Put a tick (✓) in the column to show why you read the material. If you have more than one reason please indicate all of them.

Reading materials	Purposes of Leisure Reading			
	Entertainment	Need for information	Need for language improvement	If other, kindly specify below
1 Books				
2 Magazines				
3 Newspapers				
4 Other publications				

15. Please show your first five reading preferences from the following list of reading materials. Write 1 if the reading material is your first choice; 2 if it is your second choice, etc., in the box provided against each item.

1	1	Novel
2		Short story
3		Magazines
4		Biography/Autobiography
5		Newspapers
6		Science fiction
7		Technical/professional books
8		Religion

16. Please specify below other leisure reading materials of your interests that are not listed above.

1. _____
2. _____
3. _____
4. _____
5. _____

17. Please write five titles of books (Amharic or English books) you have read for entertainment or write the names of five authors (Ethiopians or non-Ethiopians) whose books you have read for entertainment in the last 4-6 years.

	Title or author of Amharic books I have read in my leisure time.	Title or author of English books I have read in my leisure time.
1.		
2.		
3.		
4.		
5.		

18. At what level of your education did you start leisure reading? (please put a tick (✓) in the box (Nos. 18-21).

1	2
Senior Secondary School	Addis Ababa University

19. If you started reading for entertainment at Senior Secondary School, kindly indicate how many books, on average, you used to read in each grade?

Grade	Time of Reading		
	Kremt	Time of Reading	
		First semester	Second semester
9			
10			
11			
12			

20. On average, how many books that are not directly related to your academic lesson, do you read in a year now?

No. of Books	Time of Reading		
	Kremt	Semester one	Semester two

21. Has your Senior Secondary School reading interest influenced your choice of the field of study at AAU

1.	2.
Yes	No

22. If yes (No. 21), what materials do you choose to read now? Please specify below.

1. _____
2. _____
3. _____

23. Do you use any criteria to select your leisure reading material? Please put a tick (✓) in the box (Nos. 23-30).

1.	2.
Yes	No

24. If language is one of the criteria you use to select leisure reading materials, which language do you normally choose?

1.	2.
Amharic	English

25. If Amharic (No. 24), Why? Because _____

1. The language is more familiar to me
2. The culture is more familiar to me
3. Amharic written materials are easily available
4. All
5. If others, please state your reasons _____

26. If English (No. 24), Why ? Because _____

- | | | |
|----|--|---|
| 1. | | English written materials are more interesting & ente |
| 2. | | I want to improve my English language. taining |
| 3. | | English written materials are easily available |
| 4. | | All |
| 5. | | If others, please state your reasons _____ |

27. Do you participate in any leisure time activities outside reading?

1.	2.
Yes	No

28. If yes (No. 27), in which of the following activities do you participate? (If you participate in more than one activity please indicate all the activities you take part in)

1.	2.	3.	4.	5.	6.	7.
Sport	Music	Cinema	Theatre	Tv. Watching	All	If others, specify

29. On average, how much of your leisure time do you spend reading in contrast to the other leisure time activities?

1.	2.	3.	4.	5.
Less than $\frac{1}{4}$	$\frac{1}{4}$	Less than $\frac{1}{2}$	$\frac{1}{2}$	More than $\frac{1}{2}$

30. Do AAU libraries provide you with leisure time reading materials of interest?

1.	2.

Appendix C

Questionnaire for the Librarians

1.0 Background Information

1.1 Service year _____

1.2 Position in the library _____

2.0 Information on the Students Reading Interests

Directions: Please put a check mark (✓) in the space provided. If you have more than one answer, indicate all of them.

2.1 In your opinion, what is the number of the students who visit the library for leisure reading purposes every day?

very large

large

small

very small

2.2 Which students often come for leisure reading?

2nd year only

3rd year only

4th year only

2nd, 3rd and 4th year

I do not know

2.3 If you want to give reasons for your answer to 2.2, please use this space. _____

2.4 From which department(s) do most students come to read for pleasure in their free time?

Please specify the departments _____

2.5 If you want to give a reason for your answer to question 2.4, Please write it here _____

2.6 What time of the year do most students come to the library for leisure reading?

at the beginning of the year

in the middle of the year

at the end of the year

at any time in the year

I have not noticed it yet

2.7 Which of the following reading materials are frequently demanded by the students?

Novel

religion

short story

technical/professional

biography

Science fiction

2.8 In which language do most students choose to read?

Amharic

English

Amharic and English

2.9 Which students (boys or girls) use the library more for leisure reading.?

boys

girls

2.10 Have you observed any sex- related reading preference?

Yes

No

2.11 If yes (No. 2.10), the difference is in the _____

language they choose to read

theme they choose to read

lang. & theme

If others, specify. _____

2.12 If you want to explain the reason for your answer (question 2.11), please state it here. _____

2.13 In your opinion, to what extent does the library meet the leisure reading demands of the students?

fully

partly

2.14 If partly (No. 2.13), why? Because _____

there is a shortage of reading materials

there is a shortage of staff

there is a shortage of reading places

If others, specify _____

2.15 Why does the library use closed-stack system?

Because of

shortage of staff

security of books

If others, specify _____

2.16 In your opinion, does the closed stack system increase the students' leisure reading interests?

Yes

No

2.17 Please write five Amharic fictions or authors highly demanded by the students

Fictions

Authors

1

1

2

2

3

3

4

4

5

5

2.18 Please categorize the following journals/newspapers under the headings by putting (✓) against the journal under each heading.

Name of the journal	Read by boys only	Read by girls only	Read by boys and girls	Not demanded by either sexes
1. Africa Confidential				
2. Africa Report				
3. Addis Zemen (Sunday edition)				
4. Ebony				
5. Time				
6. Reader's Digest				
7. National Geography				
8. The Ethiopian Herald				
9. Selamta (English journal)				
10. Tseday (Amharic journal)				
11. Yezareitu (Amharic Weekly)				
12. Newsweek				

Appendix D.

Please fill in the blanks.

1. How long have you taught at AAU? _____
2. Name of the course(s) you teach _____
3. Level (year) of students taking your course(s) _____

Please put a tick (.) in the box.

4. Do the courses you teach encourage your students' to read for their interests?

1	2
Yes	No

5. If yes (No. 4), what are the students reactions to reading materials not directly related to their course in their leisure time?

1	2
Positive	Negative

6. If positive (No. 5), do they select according to language, Amharic or English?

1	2
Yes	No

7. If yes (No.6), in which language do you think they prefer to read?

1	2
Amharic	English

8. If Amharic N (No.7), Why? Please state your reasons.

Appendix D (Cont.)

9. If you think your students do not read any materials not directly related to their course in their leisure time. What do you think are the reasons? (kindly state them below).

.....
.....
.....

10. Have you observed any sex-based differences in your students free time reading interests?

1	2
Yes	No

11. If Yes (No. 10), please state the differences.

.....
.....
.....

12. Do your students come to you for information, suggestions² or recommendations on materials (other than their academic ones) they should read in their leisure time?

1	2
Yes	No

13. What measures should be taken to improve AAU students leisure time reading habits?

.....
.....
.....

Appendix E.

STRUCTURE OF FOLLOW UP INTERVIEW WITH STUDENTS

1. At what level of your education did you start leisure reading?
How much did you read then?
How much do you read now?
2. What kinds of reading materials do you read?
Which do you spend most time reading?
3. What kinds of fictions do you choose to read?
Can you remember any titles or authors (Amharic or English) you have read recently?
4. In which language do you choose to read for pleasure?
Why do you choose to read in _____ language?
How often do you actually read in the language?
What materials do you like to read in the language?
5. How much of your leisure time do you spend on reading?
Do you really spend more time reading than any other pleasure activities/hobbies?

Appendix F.

Structure of follow-up Interviews with the Librarians.

1. Do students come to the library for leisure reading purpose?
How many students come daily?
Do they borrow or read in the library?
2. What kinds of reading materials do they often select?
3. In which language do most students choose to read?
4. Which of them (boys or girls) come often for leisure reading?
Have you observed any sex-related reading preference?
What do girls choose to read?
5. To which department/section in the library do many students come for leisure reading?
Why do they choose the department?
6. Is it possible to know the departments from which most students come to read in their free time?
Why?
How about their year?
Why?
7. Does the library meet the leisure reading demands of the students?
Why?
8. Why does the library not keep its shelves open to students?
Don't you think the closed stack system has reduced the students' reading interests?

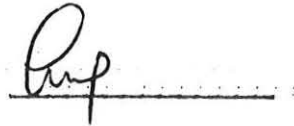
DECLARATION

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

Name:

Tamene Kitila

Signature:

A handwritten signature in cursive script, appearing to read 'T. Kitila', is written over a horizontal line.

Place:

Institute of Language
studies
Addis Ababa University

Date of Submission:

June 8, 1992