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**ADDIS ABABA UNIVERSITY
GRADUATE PROGRAM
SCHOOL OF JOURNALISM AND
COMMUNICATION**

**The Readability Problems of Government Public
Relations Magazines: The Case of Some Selected
Ministries of Ethiopia**

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June, 2018

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university, and that all sources of materials used for the thesis have been duly acknowledged.

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This is to certify that the thesis prepared by Hailemariam Getu Moges, entitled "Analytical Study on the Readability Problems of Government Public Relations Magazines" and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Journalism and Communication complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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ABSTRACT

Readability refers to the process of matching the reader and the text. Research into readability was developed from the 1920s up to the middle of the 1990s. Research into readability focused on the development of practical methods for matching reading materials to the reading abilities of targeted readers.

In recent years, much attention has been given to the readability and complexity of texts. Research on readability can be measured by using readability formulas as well as with the help of elements of readability, i.e., content, writing style, design and organization. So, this study on the readability problem of selected government public relations magazines is focused only on Amharic magazines. And it was undertaken in sixteen selected Federal Government Organizations. The data collection technique of this study was focused group discussions and In-depth Interviews. Different focused groups, i.e. communicators, readers, designers and owners of printing enterprises, were selected to make this study more reliable.

With respect to the reading behavior of target audiences, the study revealed that majority of the respondents were not so much satisfied by the content, style, design and organization of the magazines.

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CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

The term “readability” has often been associated with readability formulas (Klare, 1963) statistical tools intended to objectively measure the relative difficulty of texts. However, on the most basic level it is an inquiry into what properties of texts help or hinder communication.

Readability is a topic of importance to both practitioners and scholars across a wide range of fields and interests, including education, applied and text linguistics, library science, and business, medical, and technical communications. On a practical level, readability criteria are needed for a wide variety of tasks, including selecting appropriate reading materials, effectively communicating technical, medical, and business information to both specialists and non-specialists, creating standardized tests, and teaching writing and communication skills (Ibid).

On a theoretical level, readability is relevant to areas such as applied linguistics, text and discourse theory, and natural language processing. Readability is an important field of research as the importance for companies, authorities and organizations to reach the public with their messages increases. The main channels to reach the public are often through written materials, published either in newspapers or magazines (Larron, 2006:6).

It is often stated that communication assumes comprehension. The main purpose of readability studies is thus to measure the comprehensibility of a piece of writing. In this regard, different readability measures were initially devised to help educators select passages suitable for different audiences (Zamanian & Heydari, 2012:43).

The space is often limited and so the importance of compact texts is crucial, which often leads to texts that are difficult to understand, in terms of unusual words, long sentences and rare syntactic constructions. Not only big companies and authorities, but also many people benefit from research in readability. School teachers, writers or just anyone who intends to write or select reading material for a specific group of readers, need to establish the readability of texts (Ibid).

Writing articles and advertising in magazines is still one of the most effective ways of building images and creating astonishing brands at the right time. They engage millions of people and small groups on a regular basis and generate large amounts of brand awareness and significantly increase sales.

The research conducted by different scholars showed that over the last two or three decades a voluminous literature has been developed in Ethiopia regarding the use and characteristics of printed promotional materials. Like teachers, librarians, editors and writers, public relations experts also are equally interested in the problem of estimating the difficulty of reading materials.

The overall picture that can be drawn from the studies on the measurement of readability, published for many years demonstrated that a majority of magazines, regardless of their topic, require relatively high reading skills that may not exist in a large proportion of their target populations. Thus, sizable segments of target audiences are not likely to be able to comprehend important aspects of public relations magazines because of their content, writing style, design or organization.

Similarly, most of the Offices of the Federal Government of Ethiopia have a trend producing printed materials, like mono or bi lingual magazines, at least once or twice a year so as to create and build good images and for the purpose of promotion. Most of these Public Relations Magazines, published by the Federal Government Offices, are written in Amharic language. Very few of them prepared their magazines in both Amharic and English languages.

So, this study centered only on Amharic magazines and conducted to evaluate the readability of the public relation magazines by focusing only their content, style, design and organization. Thus this study explained the readability problem of such public relations magazines, which are published by selected government organizations from evaluation areas: content, style, design and organization in connection with reading skills, prior knowledge, motivation and interest.

This exploratory study analyzed possible causes for readability problems of public relations magazines based on in-depth interviews and focused group discussions with professionals, who developed magazines in selected governmental organizations, different levels of readers, designers and owners of printing enterprises. It also conducted exploratory research by using the above methods with professionals involved in the production of magazines in diverse settings in order to understand their reasoning and considerations.

In short this study is conducted and focused to analyze the readability of 48 Amharic public relations magazines (three consecutive editions for each office) collected from 16 selected Federal Government Offices (which have a trend or potentials on publishing public relations magazines once or twice or four times per year) by using qualitative methods based on focused group discussions and in-depth interviews.

And this study was thus designed mainly to look at factors and processes that affect the content, writing style, design, organization and characteristics of texts and that may explain the poor readability reported for many magazines. Understanding such factors and processes can inform future research on organizational promotion, improve the effective usage of office services and contribute to image building and facilitating the awareness of clients.

1.2. Statement of the Problem

Before starting to describe the research questions of this thesis, first it is important to state here the reason why the study about readability was initiated. He has almost more than ten years' experience just working as a public relations expert in different governmental and non-governmental organizations. Since then he tried to promote the duties and responsibilities of the respective offices by implementing different communicational strategies. Those communication tools which were applied for promotional purposes (both prints and electronics) had their own impact on creating positive images.

Those of the promotional materials, particularly the print ones, used for awareness creation, advocacy campaign, image building, branding and promoting services could have the power to get immediate and very amazing results. They have the ability to change the overall picture of the offices and would be able to see the results within a short period of time.

On the contrary, some promotional tools did not hit their target as much as wanted due to different reasons. Among these printed materials, public relations magazines have gotten limitations because of readability problems. Especially if the communicators or public relation officers did not use such promotion materials with systemically and properly, there would be huge wastage of time and money.

Thus, when the student just worked as a communicator for those years, he used to publish and distribute different public relations magazines at least once or twice a year. In return, he received so many magazines from different offices. Unfortunately, he didn't read the materials (except those which attracted him a lot) not giving any attention and threw in his desk or shelved them. The same is true to the fate of his own magazines.

As a Journalism and Communication student in general and as an expertise and reader in particular, different questions always appear when the researcher think of this incident. It is already

known that how much money and time consumed to prepare a magazine. Even though perceptively this fact, the student can say with confidence that many communicators (including him) did not give much time to read public relation magazines. Why?

Besides, most federal government offices hired highly qualified and strategic public relations officers in order to fulfill their gaps of creating and building branding and good images. However their choice of selecting public relations magazines as one of their promotional tools couldn't hit the desired target. What are the reasons behind this tragedy?

Those issues were the main reasons helping the student to develop the idea and finally initiate him to conduct this study. At the same time, surprisingly the Government of Ethiopia put pressure on the federal government offices not to publish different printed materials (not to see them as a promotion materials) particularly magazines, categorized them as luxury goods or looking publications as extravagant. So, the main questions raised and to be answered in this thesis are the followings:

- What makes a text complex and what factors make readers be attracted to read magazines?
- When does one say it is harder for readers to read public relations magazines than others?
- What type of texts increases readers' reading achievement most effectively?
- What kind of design and writing style makes the reader to prefer public relation magazine as just one of their favorite reading materials?

1.3. Objectives of the Study

To define and give direction to the study, the following objectives were developed.

1.3.1. General Objective

Therefore, the general objective of this research is to study the readability problems of government public relations magazines which are published by selected government

organizations on the basis of their content, style, design and organization, reading skills, prior knowledge, reading interest and motivation.

1.3.2. Specific Objectives

The specific objectives of this study will be focused on the following areas:

1. To evaluate magazines whether they prepared a magazine that can entice more readers and to select the texts that are suitable for their readers or not.
2. To examine how the communicators or public relations officers or graphics designers to prepare well designed and eye-catching magazines towards being selected and accepted by the readers.
3. To find out the ways of leveling texts that are suitable for the reader.
4. To analyze how to produce an effective public relations magazines.

1.4. Significance of the Study

This study will be the starting point for those who want to study the readability problems of different magazines published either for commercial purpose or for promoting services. And it can help the communicators or other professionals to conduct a research into analyzing the problems of readability of other printed materials, like brochures, leaflets, flyers, books and newspapers. It can also be the basis for authors how to write and prepare attractive texts that could have a power to get so many readers.

This study is conducted on the basis of four sources, i.e., public relations officers, readers, designers and owners of printing enterprises and it mainly targets on the evaluation areas of content, style, design and structure or organization of texts. Thus, these factors have their own significances. If one takes content for example as one of evaluation area, it will help the communicators to prepare a magazine that include the ease to read and comprehend the text and a tough article that can create an eager reader who will expect to see the next edition

enthusiastically. This study also has a benefit for those who are engaged in preparing written materials to understand the need and the reading skill of their audiences.

On the other hand, it also creates opportunities for the publishers to learn their weakness and give them time to think and upgrade the existing ones with modern printing machines. This, in turn helps them to understand the need of their customers who are willing to publish readable texts. In addition this study will have significance for graphics designers the way how to prepare good-looking magazines that can give a chance to attract the audiences and boost readability.

Since this study is centered on the idea of analyzing the readability problem of Amharic government public relations magazines, it also has significance for other magazines written in different languages which concentrates on the evaluation areas of content, style, design and organization of texts.

Besides to that at least the study could drive to shift the wrong perception and interpretation of the government bodies by giving them lessons of using printing materials as a promotion tools would have a significant role for creation of good images of not only concerned offices but also for the country at large.

1.5. Scope and Limitation of the Study

Many different factors influence readability for example, content of the texts, vocabulary and style of writing. The concept of being readable or not, is not as important as the concept of who can read this, since texts often are produced for a specific target group. The term readability level is often used to describe the educational level a reader has to understand a text.

On the basis of the above idea, the scope of this study analyzed the readability problem of public relations magazines published by selected government organizations and it targets on the study of the readability of magazines using content, style, design and structure of texts as a measurement and public relation officers, readers, designers and printing enterprises as participants.

Owing to political and social conditions and the multiplicity of the languages, Amharic has gained ground throughout the country. Amharic is used in business, government, and education sectors. Newspapers and magazines are printed in Amharic as are numerous books on all subjects. Since most of public relations magazines in Ethiopia are prepared in Amharic language; the researcher did not use readability formulas. Instead the researcher focused to study only on the content, writing style, design and organization of government public relations magazines to see the problems of readability.

1.6. Organization of the Study

The thesis consists of five main parts. Chapter 1 has presented the introduction, background of the study, statement of the problem and research questions, objective of the study, significance of the study, scope and limitations of the study.

Chapter 2 contains the review of related literature and research related to the problem being investigated. The research design and methods and procedures used to gather data for the study are presented in Chapter 3.

The results of analyses and findings to emerge from the study are contained in Chapter 4. Chapter 5 contains a summary of the study findings, conclusions drawn from the findings, and recommendations.

CHAPTER TWO

2. LITERATURE REVIEW

2.1. What is Readability?

In order to best understand the importance of readability, it is important first to provide a definition for it. Different scholars defined readability in different ways. Most of them define readability as it characterizes the ease of reading, understanding and comprehending a text or what makes some texts easier to read than others.

As Dale, (1972) cited in Mosenthal& Kirsch, (1998) stated: "Readability is as old as the hills and the written stories that have described them." Of course, the notion of readability that he referred to was, "the ease of understanding based on an author's style of writing and organization of his/her ideas".

Smart language is all about readability; what makes some texts easier to read than others. It is often confused with legibility, which concerns the visual perception of typeface and layout. Dale and Chall, (1949) define readability as "The sum total (including all the interactions) of all those elements within a given piece of printed material that affect the success a group of readers have with it. This success is the extent to which they understand it, read it at an optimal speed, and find it interesting."

Klare, (1963) gives a more limited definition: "the ease of understanding or comprehension due to the style of writing." This definition focuses on writing style as separate from issues such as content, design, and organization. In a similar manner, Hargis and her colleagues at IBM, (1998) state that readability, the "ease of reading words and sentences," is an attribute of clarity. This

definition focuses on the two elements of style, i.e., vocabulary and sentences that are the first causes of reading difficulty.

The creator of the SMOG (Simple Measure of Gobbledygook, which is effective tools for assessing reading levels manually) readability formula McLaughlin, (1969) defines readability as: “the degree to which a given class of people find certain reading matter compelling and comprehensible.” This definition stresses the interaction between the text and readers of known levels of skills, knowledge, and interest.

Numerous studies show that easier reading improves comprehension, retention, reading speed and persistence (or perseverance)

It will also be seen that reading entails an interaction between the text and a reader. There are two contributors to easy reading, the reader and the text. Those features of the reader that make reading easy are: prior knowledge, reading skill, interest and motivation. Those features of the text that make reading easy are: content, style, design and organization. For the purposes of this study, readability is the ease of reading created by the choice of content, style, design, and organization that fit the prior knowledge, reading skills, interest, and motivation of the audience.

Readability formulas usually give a numerical score to rank books or other reading matter in an order of difficulty. Sometimes this numerical score corresponds to a suggested approximate grade level. Leveling is more modern (Clay, 1991) and is similar to readability in that it employs various systems for determining the difficulty of books or reading material, but it is more subjective and is used mostly at the beginning reading levels. In *The Literacy Dictionary* Harris & Hodges, (1995) defined readability as “the ease of comprehension because of style of writing”. Weaver, (2000) defined leveling as “selecting books to match the competencies of a reader or writer”.

The earliest investigations of readability were conducted by asking students, librarians, and teachers what seemed to make texts readable. It is convenient to locate the beginnings of the

classical tradition of readability assessment in the 1921 publication of Thorndike's *Teachers' Work Book*, which provided a means for measuring the difficulty of words. Thorndike tabulated words according to the frequency of their use in general literature.

It was assumed that words that were encountered frequently by readers were less difficult to understand than words that appeared rarely. Of course, familiarity breeds understanding. Thorndike's, (1921) book was the first extensive listing of words in English by frequency. Other word lists and reading lessons were adapted to measure word difficulty later on. In fact, the knowledge of words has always been a strong measure of a reader's development in reading comprehension performance. As Chall and Dale, (1995) wrote: "It is no accident that vocabulary is also a strong predictor of text difficulty."

Klare, (1968) reviewing the research on word frequency, also concluded that not only do humans tend to use some words much more often than others, they recognize more frequent words rapidly than less frequent, prefer them, and understand and learn them more readily. It is not surprising therefore, that this variable has such a central role in the measurement of readability. In addition to word factors, sentence length was also studied in the 1920s and became another factor included in the study of readability. Another contemporary of Thorndike, the psychologist Kitson, (1921), published *The Mind of the Buyer*, in which he showed how and why readers of different magazines and newspapers differed from one another. He found that sentence length and word length, as measured by syllables, were good indicators of readability. He confirmed his theories through the analysis of newspapers and magazines.

Later, Kitson's claim was confirmed by other researchers and experts. As Catalano, (1990) in his study stated: "Readability and writing experts say sentence length is an appropriate gauge of difficulty because it measures relationships".

Though such studies developed no readability formulas, they took the initial important steps which were to lead to the development of readability formulas. Since those early beginnings, the linguistic indicators of word and sentence length have remained the main factors of modern readability formulas which have been used extensively to classify reading materials. As Kirkwood and Wolfe, (1980) declared, "Readability formulas contain a measure of vocabulary load and sentence length."

Most readability formulas are so objective that they can be done by computers, simply type in a passage or scan in a whole book and the computer will give you a readability formula score. However, it is possible to use many readability formulas "by hand," that is, without a computer. Leveling, on the other hand, is less objective. It cannot be done by a computer.

These text support factors are absent from most readability formulas. Modern leveling procedures used by Clay, (1991), Fountas and Pinnell, (1999), and Weaver, (2000) include a number of judgment factors such as format, content, length, illustrations, repetition of words, and so forth. The addition of these factors has wide appeal to teachers, particularly those at the primary and remedial levels. They argued that readability, like usability, is one of the central themes in the quest for good writing. To maximize readability is a goal that every writer, technical or otherwise, should strive to achieve. To argue otherwise is as good as to arguing that we do not write to communicate, a strange view to say the least.

Others express and relate readability as a means of understandability. That means the more readable a document is, the more easily it can be understood. And if we go further readability is the sum total (including all the interactions) of all those elements within a given piece of printed material that affect the success a group of readers have with it. The success is the extent to which they understand it, read it at an optimal speed, and find it interesting.

Readability is mainly concerned with a basic problem encountered by those who need to select reading material for their own use or for that of others. This is a problem of matching. During the process of selecting reading material, the reader or selector will be influenced not only by the interests and reading skills of him/herself or of the intended reader(s) but also by the nature of the reading material itself in terms of its content, style and complexity. The process of matching the reader and the text has come to be called 'readability' (Gilliland, 1975).

Plain language is one aspect of readability – how easily a text can be read and understood. Readability is a multifaceted concept with visual as well as linguistic aspects. In practice, it is quite hard to define. Algorithms you can use to test the readability of your writing often do little more than judge how long your sentences and words are and how often you use the passive voice. Their value has been widely questioned (Gilliver, 2015).

Plain language is writing in clear, concise language that is easy to read and understand. Writing in plain language does not come naturally, and it does not mean writing the way we speak or dumping down what we write. It means using words that you expect the audience to understand and formulating sentences and paragraphs to make text easy to understand. When the writers write for their peers, they assume that they know or can understand the technical terms that are a normal part of their lexicon. Even so, they can do them a favor by keeping long sentences and awkward passive constructions to a minimum. And they should never assume that only our fellow professionals will read what they write, or that their readers all have the same first language as they do (Ibid).

In general readability has two common meanings, one applying to document design, the other to language. Readability as it is applied to document design is concerned with such matters as line length, leading, white space, font type and the like. Readability as it is applied to language is concerned with the comprehensibility or understandability of a piece of written text just like the

efficiency with which a text can be comprehended by a reader, as measured by reading time, amount recalled, questions answered, or some other quantifiable measure of a reader's ability to process a text (Waller, 2011).

To conclude, readability can be defined in several ways; Björnsson, (1971) defines it as: The sum of linguistic properties in a text that makes the text more or less available to the reader. This definition separates readability from issues concerning the layout and how interesting the text is.

There are three ways the term readability is used in research (Klare, 1963):

1. To indicate legibility of either handwriting or typography.
2. To indicate ease of reading due to the interest-value or the pleasantness of writing.
3. To indicate ease of understanding or comprehension due to the style of writing.

The first definition focuses on the presentation of the text, typeface, colors and the placing of pictures are important factors. Modern research focuses on the first definition since the use of web pages has increased and more people act as web-designers. The advanced layout options, available for web-designers and software developers makes the research important from a commercial point of view. The second definition covers the content of the text. If the text is interesting, exciting or annoying, it influences the readability.

The third definition defines the readability through looking at the structure of sentences, words and phrases, and based on that decide how difficult the text is to read. The definition of readability used in this thesis is the first, second and third definitions.

2.2. Readability Research

Interest in the general issue of language comprehensibility, readability, or its parallel listenability can be traced back to biblical times (Klare, 1963). Chapter 14, Verse 9, Corinthians I states: «...

*except ye utter by the tongue words easy to be understood, how shall it be known what is spoken?
For ye shall speak into the air! »*

The first recorded attempt to examine what has come to be called readability was made by religious leaders. As early as 900 A.D., word and idea counts were made by Talmudist scribes who used frequency of occurrence to distinguish usual from unusual words. The purpose of making such counts was to divide weekly Torah readings into comparable units of comprehensibility (Lorge, 1944).

In 1935, Gray & Leary published *What Makes a Book Readable* in which they examined what factors impacted readability. They surveyed librarians, publishers, and others involved or interested in adult education, and arrived at four broad characteristics of readability: content, format, general features of organization, and style of expression and presentation. Of these four characteristics, content was deemed to be the most significant factor in readability.

They suggested that counting the number of different words in a passage could yield a reliable estimate of the readability of the material, but that other factors such as the number of simple sentences, prepositional phrases, and personal pronouns would provide a more accurate picture of text difficulty. They ultimately arrived at eight factors that indicated difficulty: the number of easy words, the number of different hard words, the percentage of prepositional phrases, the percentage of personal pronouns, average sentence length, the percentage of different words, percentage of monosyllables, and the percentage of simple sentences.

Unlike earlier studies, Gray & Leary's work focused on readability factors for adult readers rather than what makes reading easy or difficult for school-age children. Their study also refuted the work of Lewerenz (that words beginning with a certain letter were more difficult than others).

There are methods for determining the readability, defined as above, of texts automatically. Methods, that analyze linguistic properties of the text and return a measurement of

the readability, are called readability formulas. There is a lot of readability research available, of which most were conducted between 1930 and 1960. The research has resulted in numerous, more or less used and accepted, formulas for deciding the readability of a text for different languages. Beginning early in the last century in the U.S., studies of the reading ability of adults and the readability of texts developed in tandem. Our subject matter falls under these headings:

2.2.1. The Adult Literacy Studies

These studies discovered great differences in the reading skills of adults in the U.S. and their implications for society (DuBay, 2004).

2.2.2. The Classic Readability Studies

This section looks at the early readability studies, which started in the late 19th century and concluded in the 1940s, with the publication of the popular Flesch and Dale-Chall formulas. During this period, publishers, educators, and teachers were concerned with finding practical methods to match texts to the skills of readers, both students and adults.

The first aim of the classic readability studies was to develop practical methods to match reading materials with the abilities of students and adults. These efforts centered on making easily applied readability formulas which teachers and librarians could use.

The first adult literacy surveys in the U.S. in the 1930s brought new concerns about providing graded texts for adults. For the rest of the century, publishers, librarians, teachers, and investigators addressed that need with new methods of determining the reading level of texts.

The classic readability studies include these landmark issues: L. A. Sherman and the statistical analysis of literature and the vocabulary-frequency lists, the classic readability formula

2.2.3. The New Readability Studies

Beginning in the 1950s, new developments transformed the study of readability, including a new test of reading comprehension and the contributions of linguistics and cognitive psychology. Researchers explored how the reader's interest, motivation, and prior knowledge affect readability. These studies in turn stimulated the creation of new and more accurate formulas.

2.2.4. Grading Adult Readers

For a long time, no one thought of grading adults, who were considered either literate or illiterate. This began to change with the first systematic testing of adults in the U.S. military in 1917. The testing of civilians began in Chicago in 1937. During that first period; investigators discovered that general readers in the U. S. were adults of limited reading ability. The average adult was able to read with pleasure nothing but the simplest adult materials, usually cheap fiction or graphically presented news of the day. Educators, corporations, and government agencies responded by providing more materials at different reading levels for adults (DuBay, 2004).

The researcher is aware that readability studies have been done mainly on English and other European languages texts (Rabin, 1988). However, the researcher does not have available evidence whether or not the tests, particularly readability formulas, are applicable for Amharic Language. However, regarding to the formulas, DuBay, (2004) confirms: "Over 80 years research and testing have contributed to the worldwide use in many languages of the readability the formulas. They help us improve the text on the level of word and sentence, the first cause of readability."

Therefore, this paper is devoted to some of the linguistic elements that attribute to reading difficulty. This is because, as mentioned above, the researcher witnessed that the readers' critic mainly focused on the linguistic variables. According to readers' comments, readers need a text that is interesting, quickly read, and easily understood/comprehended. This, on the other hand, demands a well-written story (Larocque, 2003).

2.3. Readability Theory and Paradigm

Research into readability began in the 1920s. According to Chall, (1974) there was at that time a surge of interest in the use of quantification in developing a “scientifically-based” curriculum. To avoid subjectivity, the methods and materials of education were empirically tested. Hence, the study of readability was concerned with the search for factors in reading material which could be easily and objectively counted. From this perspective, the positivist paradigm appeared to be the obvious way of looking at readability because it is underpinned by the belief that reality is ‘out there’ and can be measured objectively.

Throughout the early years of the study of readability, researchers believed that reading difficulty was related to features of the reading material itself. Readability research focused on devising procedures and instruments that would reliably and validly distinguish easier from more difficult reading material. Within this paradigm, reading difficulty was influenced by four text factors: namely, content, stylistic elements, format, and organization. Stylistic elements were the most amenable to reliable quantitative measurement and verification (Ibid). Among these elements, factors such as vocabulary load, sentence structure, idea density and human interest appeared to be significantly related to reading difficulty.

Knowledge of the reading level of the target audiences is used in a variety of contexts: it helps them in selecting appropriate articles for their readers; it provides help to the publishers in the leveling of articles in the preparation of their magazines; and it gives guidance to writers writing for different literacy needs (for example, text simplification during authoring process).

Researchers into readability believed that vocabulary diversity, that is, the number of different words used in the reading material, was the most significant criterion in reading difficulty. According to Chall, (1974) most studies showed that the smaller the number of different words, the easier to read was the material.

Another factor which seemed related to reading difficulty was vocabulary difficulty. Vocabulary difficulty had to do with the reader's understanding of the individual words in a text. Chall reported that most studies had found some measure of vocabulary difficulty to be significantly related to comprehension. Ways to measure vocabulary difficulty were either by reference to a set list of words deemed to be 'familiar', or by measuring the average length of the words in a text. It was suggested that the larger the proportion of unfamiliar or long words in a text, the harder it was for readers to grasp meaning. Vocabulary difficulty factors have been used in virtually all readability formulae.

Many different factors influence readability for example, content of the texts, vocabulary and style of writing. The concept of readable or not, is not as important as the concept of who can read this, since texts often are produced for a specific target group. As mentioned above in the definition part of this study, the term readability level is often used to describe the educational level a reader needs to understand a text.

The architecture is upon which the framework of the content is built is another defining factor of readability. It is in this overview that the reader is most likely gain an understanding of what the text is really all about (Broughton, et al., 1980). DuBay, (2004) explains that organization and coherence highlight the relationships between word, sentences, paragraphs, and larger section of text. So, Meyer, (1982) cited in DuBay, (2004) argues that how these units are organized in a text can possibly measure readability.

Kintsch, (1977) cited in DuBay, (2004), in his discussion on cognitive and structural issues of readability, has found out that coherence has a central role in text readability. He states: "Lack of coherence affects lower- grade readers much more than upper-grade ones. The upper-grade readers, in fact, feel challenged to recognize the text themselves. They may require more

opportunities for solving problems, while lower-grade readers require more carefully organized texts.”

Meaning is not in the words on the page. The reader constructs meaning by making inferences and interpretations. Information is stored in long-term memory in organized "knowledge structures." The essence of learning is linking new information to prior knowledge about the topic, the text structure or genre, and strategies for learning.

A reader constructs meaning using Meta cognition, the ability to think about and control the learning process (i.e., to plan, monitor comprehension, and revise the use of strategies and comprehension); and attribution, beliefs about the relationship among performance, effort, and responsibility (Knuth and Jones, 1991).

Another way that researchers into readability predicted reader comprehension of reading material was by looking at its sentence structure, which seemed to have some link to comprehension difficulty. The best way to measure sentence structure was thought to be by sentence length.

Generally, so the reasoning went, the longer the sentences were, the harder the text was to read and understand. Apart from looking at simple length, researchers also became interested in estimating text difficulty through counting the number of complex sentences, the number of simple sentences, and sentence length estimated by a count of syllables. They also suggested that sentence measures were interrelated and significantly related to reading difficulty (Ibid).

There are, however, problems in looking at readability through a positivist paradigm. As a result, studies of the kind described above have more or less been abandoned for the past 15 to 20 years. In the next section of this paper, we will discuss the failure of the positivist paradigm in readability studies.

The cognitive theorists and linguists, beginning in the 1970s, promoted the idea that reading was largely an act of thinking. Among the ideas they promoted were:

1. Meaning is not in the words on the page. The reader constructs meaning by making inferences and interpretations.
2. Information is stored in long-term memory in organized "knowledge structures." The essence of learning is linking new information to prior knowledge about the topic, the text structure or genre, and strategies for learning.
3. A reader constructs meaning using Meta cognition, the ability to think about and control the learning process (i.e., to plan, monitor comprehension, and revise the use of strategies and comprehension); and attribution, beliefs about the relationship among performance, effort, and responsibility (Knuth and Jones, 1991).

2.3.1. Readers' Response Theory

It can be traced back to Aristotle and Plato and it is literature's effect on the reader. The reader criticism became recognized as a distinct critical movement only in the 1970s. A theory, which gained prominence in the late 1960s, that focuses on the reader or audience reaction to a particular text, perhaps more than the text itself. Reader-response criticism can be connected to Poststructuralism's emphasis on the role of the reader in actively constructing texts rather than passively consuming them (Rosenblatt, L. 1982).

Unlike text-based approaches such as New Criticism, which are grounded upon some objective meaning already present in the work being examined, reader-response criticism argues that a text has no meaning before a reader experiences reads it. The reader-response critic's job is to examine the scope and variety of reader reactions and analyze the ways in which different readers, sometimes called "interpretive communities," make meaning out of both purely personal reactions and inherited or culturally conditioned ways of reading. The theory is popular in both

the United States and Germany; its main theorists include Stanley Fish, David Bleich, and Wolfgang Iser.

The main argument of reader-response theory is that readers, as much as the text, play an active role in a reading experience (Rosenblatt, 1994). This theory rejects the structuralist view that meaning resides solely in the text. Words in a text evoke images in readers' minds and readers bring their experiences to this encounter. Because individuals have different life experiences, it is almost certain that no two readers or reading sessions will form the exact same interpretation of a text.

Another aspect of reader-response theory is viewing reading on an efferent-aesthetic continuum (Rosenblatt, 1982). The efferent stance focuses on information carried away at the end of the reading, whereas the aesthetic stance focuses on the reader's thoughts and feelings during the reading itself. However, the two stances are not mutually exclusive. For example, one can read a novel to identify the characters for an assignment and also become inspired by the story while reading it.

A reader-response theory informed understanding of text and meaning should lead to teachers focusing on both the efferent stance and the aesthetic stance in reading activities. To promote the love for reading, teachers should emphasize the aesthetic stance. In practical terms, this might mean that learners are not required to answer reading comprehension questions after a reading activity.

As there are as many interpretations of a text as there are readers, teachers should be more receptive to different responses from their students. Rather than focusing on the correct or wrong answers, it is worthwhile helping students explore their reasons for their interpretation of a text.

2.3.2. Uses and Gratification Theory

Uses and Gratifications Theory is a popular approach to understanding mass communication. The theory places more focus on the consumer, or audience, instead of the actual message itself by asking “what people do with media” rather than “what media does to people” (Katz, 1959). It assumes that members of the audience are not passive but take an active role in interpreting and integrating media into their own lives. The theory also holds that audiences are responsible for choosing media to meet their needs. The approach suggests that people use the media to fulfill specific gratifications. This theory would then imply that the media compete against other information sources for viewers' gratification (Katz, E., Blumler, J. G., & Gurevitch, M. 1974).

Most of the theories on media explained about the effects media had on people. It is the theory which explains of how people use media for their need and gratification. In other words this theory states what people do with media rather than what media does to people. Also this theory is contradictory to the magic bullet theory which states the audience is passive. According to uses and gratification theory, it is not so people make use of the media for their specific needs. This theory can be said to have a user/audience-centered approach. Even for communication (say interpersonal) people refer to the media for the topic they discuss with themselves. They gain more knowledge and that is knowledge is got by using media for reference. There are several needs and gratification for people they are categorized into five categories (Ibid).

A. Cognitive needs:

People use media for acquiring knowledge, information etc., Among the audience some of them have intellectual needs to acquire knowledge this is not common to all only certain people have their need, each person have a different need for e.g. quiz programs on TV, in order to acquire knowledge and information you will watch news to satisfy the need, search engines in the internet, they make use of these to gain more knowledge. Particularly for the internet search engine they can browse for any topic under the run with no time restriction.

B. Affective needs:

It includes all kinds of emotions, pleasure and other moods of the people. People use media like television to satisfy their emotional needs. The best example is people watch serials and if there is any emotional or sad scene means people used to cry.

C. Personal Integrative needs:

This is the self-esteem need. People use media to reassure their status, gain credibility and stabilize. so people watch TV and assure themselves that they have a status in society for e.g. people get to improve their status by watching media advertisements like jewelry ad , furniture's ad and buy products, so the people change their life style and media helps them to do so.

D. Social Integrative needs:

It encompasses the need to socialize with family, friends and relations in the society. For social interaction now a day's people do not seems to have social gathering in weekend, instead they do such social interaction using media like the social networking sites like my space, facebook, orkutetc to satisfy their need.

Another example is you may not watch the particular serial regularly but because your friend watching, you also start watching so that you have common topics for discussion.

E. Tension free needs:

People sometimes use the media as a means of escapism and to relieve from tension

For e.g. People tend to relax watching TV, listening to radio and for satisfying their need for entertainment there by relaxing from all the tension, people watch films, films on TV etc

Note: The needs are individual in nature, and how u satisfies the need is individualistic.

E.g.: That's why some watch news to relax and some get more tension by watching news, Program is same but people use it for different needs.

Taking TV today, most people watch reality shows because it is more realistic, for entertainment, interesting, new concepts (different from other programs), in a way you can participate, controversy, people crying and sensationalism. The above reason is why we watch and how we use not because it's popular.

Criticism of Uses and Gratification Theory:

The uses and gratification theory does not consider the power of media, more audience-centered, positive point of the uses and gratification theory is it focuses attention on individuals in the mass communication process (<https://www.communicationtheory.org/uses-and-gratification-theory/>).

2.3.3. Positivist Paradigm and its Failure

Many reasons have contributed to a change of approach in research into readability. One of these is that the characteristics of written material which readability studies suggested were correlated with comprehension difficulty can be questioned. The essential problem lay in identifying the characteristics of printed material which appeared to account for comprehension difficulty and the mechanisms of influence of these characteristics in the comprehension process (Simons, 1971). Simon suggested that factors such as idea density and human interest are such vague concepts that they had not been measured very successfully.

Further he mentioned that, in readability studies, vocabulary was measured most accurately by the number of words in a passage rather than in a given list of frequent words, and that sentence structure was most accurately measured by some index of sentence length. But these factors

appeared to be approximate measures of some underlying variables that were intrinsic to the comprehension process.

He went on to argue: In order for these factors to help in understanding reading comprehension the processes underlying them must be explained. An understanding of the reading comprehension process will then answer questions such as: What is it about sentence structure and vocabulary load that influences comprehension difficulty? What are idea density and human interest and how can they be described more precisely? (Ibid)

Another reason why readability studies are now considered unrelated to the comprehension process stems from research in cognitive science in the 1980s that identified problems with texts that had been manipulated or written to satisfy readability constraints. Horn, writing in 1937, had already cautioned against the mechanical use of word lists and readability formulae for selecting and rewriting books in the social studies. He mentioned that word lists and readability formulae did not pay sufficient regard to the possibility that it was the conceptual difficulty of text that may cause poor understanding, although the words may be common and 'easy'. He added that words of high frequency were also likely to cause greater difficulty if a reader attributed the wrong meaning to them. He gave an example from the study of his students that negligible improvements in comprehension might result merely from simplification of vocabulary.

Research within the cognitive science perspective not only identified the problems inherent in texts being manipulated or written to satisfy readability constraints, but also conceptualized the process of reading rather differently (Alexander, 2006). Cognitive research marked a paradigm change in studies of readability. This is because understanding of the concept of reading itself changed and with it the conceptualization of the comprehension process.

This was no longer considered as an input - output process and no longer a simple matter of getting the meaning from the page. Critics of previous conceptualizations of the comprehension

process in general and readability in particular, argued that readers had been considered as passive recipients of the information in the text (Dole, 1991). In other words, meaning was seen as residing in the text itself, and the goal of the reader was to reproduce that meaning. This is in contrast with the cognitive perspective which emphasized the interactive nature of reading and the constructive nature of comprehension (Ibid).

There has, therefore, been a vast change in definitions of and ways of looking at reading. These changes have directly affected the ways in which the comprehension process is perceived (Ibid). Comprehension is now seen as a higher cognitive process that searches for relations between a given object or aspect with other objects or aspects, and establishes a representational model for the object or aspect by connecting it to appropriate clusters of memory (Wang and Gafurov, 2003). Therefore, research into reading and comprehension has begun to come much closer to finding answers about what really happens in readers' minds during reading.

Changes in views about and definitions of reading and comprehension processes have had a huge effect on our understanding of readability. Since reading and comprehension are interactive processes, readability has also become an interactive process – a transaction between the reader and the text. Furthermore, it is now clear that comprehension is related to the cognitive process of searching for meaning. Therefore, meaning is no longer viewed as coming from the text, but, rather, from the readers' mind in interaction with the text. At this point, it is clear that the positivist paradigm is no longer appropriate to guide research into readability. Readability is no longer 'out there'.

2.3.4. The Interpretive Paradigm in Readability Research and its Critics

Research in reading has gone through many changes during the last 50 years. The history of reading research has shown a transformation and merging of physiological, psychological, and sociological dimensions. In the era of a physiological dimension the focus was based on

biological, chemical, and neurological aspects of human performance, and it was clearly located in the behaviorist orientation where reading was a ‘conditioned response’ (Alexander, 2006).

Current research in reading places greater emphasis on the psychological and sociological dimensions of the reading process. Within these dimensions the stress is on mental processes and socio-cultural influences. In the psychological orientation, mental processes of the mind are the most apparent (Ibid). Here, research into reading focuses directly on the process and the function of the mind. Reading research is no more a process of focusing on input and output, but it is a more interesting process which describes what happens in the mind during reading.

Research has explored this through such approaches as error and miscue analysis, and the use of think aloud protocols (Ibid). Within the sociological dimension, the importance of socio-cultural perspectives has been taken into account during observations of the reading process, and the social location of this process has been explored. These different ways of observing and measuring the reading process have demanded a new paradigm. The paradigm now is interpretive rather than positivist, and reality is no longer believed to be ‘out there’ but instead resides within the minds, and the shared minds, of the people engaged in the reading.

Within this new paradigm, reading research has shifted to a focus on what is happening in readers’ minds during reading, as for example in studies of errors and miscues. The term “miscue”, first coined by Kenneth Goodman in the 1960s, describes any difference between what a reader actually reads and the actual words in the text. Goodman defines a miscue as:

A miscue, which we define as an actual observed response in oral reading which does not match the expected response, is like a window on the reading process. Nothing the reader does in reading is accidental. Both his expected responses and his miscues are produced as he attempts to process the print and get to

meaning. If we can understand how his miscues relate to the expected response we can also begin to understand how he is using the reading process (Goodman, 1973).

The idea that the analysis of oral reading errors could be used to increase our understanding of a child's reading process was revolutionary in its effects not just on conceptualizations of reading but also on suitable methodologies for examining this process. Goodman's suggestion was that it was not important how many miscues a reader made but what their effect on meaning was. His approach brought researchers much closer to an understanding of how readers processed meaning as they read.

Another research approach that has focused on the way the human mind works during the process of reading is the 'Think Aloud Protocol'.

Studies using this methodology have argued that some information about mental activity is consciously available in the working memory of the reader, and that he/she is able to describe this activity after engaging in a reading event (Ericsson & Simon, 1993). In such studies readers are asked to think aloud, that is, they are encouraged to produce whatever thoughts come into their mind after reading sentences from a text. Therefore, the readers are not asked to introspect concerning the process of reading or to guess about the meaning of their thoughts.

Researchers analyze the content of the think aloud in order to make inferences about the strategies, information, and mental processes occurring during reading. Magliano and Millis,(2003) carried out a series of research studies assessing understanding while reading. They employed a protocol analysis system that discriminated between different comprehension tactics that could be related to the information activated during reading. They found that readers were able to make use of information, to give details about why something had happened or been mentioned, to forecast what would occur next, and to elaborate or embellish upon the details of

the story world. They also indicated that explanations which dominated the thoughts produced while thinking aloud were consistent with the notion that deep comprehension was guided by explanatory reasoning.

Studies using Think Aloud Protocols have provided useful insights into the nature of reading and comprehension processes. The studies have shown how the process in the human mind can be predicted by asking the participants what they were thinking about during the reading process, and expecting them to give an opinion that immediately came into their mind after reading sentences in a text. This activity of think aloud is one of the ways to detect what happens in the human mind when reading. Hackos and Redish,(1998) have argued that by recording a verbal protocol, “*you will be able to... detect cognitive activities that may not be visible at all*”

An alternative means of exploring what happens in the brain as reading proceeds has come from the relatively new field of neuroscience. Neuroscience is the study of the brain and the nervous system, and it uses the technique of neuro imaging. This involves the use of X-ray and magnetic resonance imaging (MRI) to detect abnormalities or trace pathways of the nerves’ activities in the central nervous system. One contribution of neuro imaging is that it provides a tool for localizing the brain regions that are active during reading. Fiez and Petersen,(1998) have reported a review of nine neuro imaging investigations of reading. The aim of their study was to reveal a set of areas that were active during the reading of words, and they argue that the challenge is to use neuro imaging as a tool for understanding how reading is accomplished.

Another field of reading research has also emerged which takes a *social-cultural perspective* on reading. The social-cultural approach has developed into what is generally known as New Literacy Studies (NLS). An NLS perspective has placed language and literacy into their full cognitive, social, cultural, institutional and historical contexts. Within a NLS perspective, there is

actually no such an issue as 'literacy'. Instead, people adopt different "ways with printed material", within different social-cultural practices, for different purposes and functions.

Furthermore, "ways with printed material" within such social-cultural practices are always integrally and inextricably linked with ways of talking, thinking, believing, knowing, acting, interacting, valuing, and feeling. In these practices, humans are always 'meaning producers', not just 'meaning consumers' (Gee, 2001). This rather 'strong' statement within the social-cultural perspective about the nature of reading shows a conviction that meaning comes from the human mind and contrasts with a view that reality is 'out there', as the positivist paradigm suggested.

Combined with our understandings of the ways in which error and miscue analysis studies, and think aloud protocol studies, validate how the human mind plays a crucial role during the process of reading and comprehension, it is now very clear that reading and comprehension processes come from within the reader. Therefore, the interpretive paradigm can be an obvious approach within which to study reading. Research into readability needs, naturally, to be closely aligned to research into reading, and so, it can be argued that the study of readability should also be based in the interpretive paradigm.

Within the qualitative interpretive paradigm, inferences about what happens in the human mind during the reading process can be made. Evidence about what people are thinking while reading can be obtained. However, it is not quite so simple to get this evidence or to interpret it. Several unanswerable questions remain which mean that one cannot truly know what a person is really thinking when he/she does something. Researchers using miscue analysis or think aloud protocols, for example, may stop readers and ask them at a certain point what they are thinking about.

Questions such as this can provide some evidence about what readers are thinking, but it cannot be guaranteed that they are really thinking about those things. What can be explored is simply

what they say they are thinking about. It may also be that the reader's thoughts, or what they choose to reveal about these thoughts, are strongly influenced by the presence of a researcher (or teacher). There is also some evidence e.g. Xu, Cui, & Chen, (2007) that actually people do not have access to their own mental processes. If human beings cannot really see what is happening inside their heads, then this will limit the amount that can be accurately gleaned about their mental operations while reading.

Additionally, the 'think aloud protocol' may also have limitations. Miscue analysis has brought up theoretical and psychometric questions about the relationship between oral reading behavior and overall reading efficiency. There are theoretical problems also associated with how psycholinguistically based measures of oral reading can be related to comprehension (O'Brien, 1988).

The puzzling relationships between oral reading, comprehending and comprehension product measures may be the product of incompatibility between the operational definition of meaning construction within schema-based notions of comprehension, and of the ways meaning construction is operationally defined in miscue analysis (Ibid).

McKenna and Picard,(2006),in a critique of miscue analysis, have argued that '*the popularity of the Goodman model prompted numerous researchers to investigate its validity. Working independently and employing a variety of methodologies, their findings converged in a single conclusion: The model is wrong*' (McKenna and Picard, 2006). There are indications, therefore, that miscue analysis studies have their own weaknesses in terms of illuminating what really happens in the human mind during the reading process.

Drawing on the limitations in the methods detailed above, it seems that there are still weaknesses in this paradigm when applying it to research into reading and, therefore, into readability. Simply moving to a new paradigm does not seem to provide a total answer.

2.4. Assessing the Potential Value of a Magazine Article: What To Look For?

Alderman, (2014) explained in his book that there are many things to consider when assessing the value of a magazine article, some primary considerations include:

The type of magazine:-- the majority of magazines published for consumers have a particular focus. For example, Sports Illustrated is published for sports enthusiasts; Rolling Stone is published for those interested in popular culture and popular music; Cosmopolitan's target audience is women with a particular interest in fashion, relationships, and health; Car and Driver targets those who are keenly interested in automobiles.

While the focus of many magazines will be obvious from their titles, some are not so easily discerned. In those cases and even just to check up on the obvious, publications like Magazines for Libraries and websites such as Ulrichsweb.com will be useful in determining what type of publication is under consideration (Alderman, 2014).

Audience:-- to whom is the article targeted? Is the article written as an item of general interest?

Is the article targeted toward a specific ethnic group or gender? Is the article intended for a particular age group? Is the article written with a particular political leaning in mind?

Understanding something of the intended audience will help a researcher determine if the article is appropriate (Ibid).

Authorship -- most magazine articles are written by staff writers who work for the magazines. Some articles might be contributed by other writers not directly employed by the magazine. Editorial and analytical pieces included in a magazine will likely be contributed by one or more of the editorial staff of the magazine. While not all magazine articles provide "bylines," many do.

And while an author's qualifications and background might not be specifically listed at the beginning of the article, a researcher can easily check to see what other articles the author

has written by scanning a library database. Knowing more about the author will help the researcher understand more about the article under consideration (Ibid).

Article date -- is the article's date of concern? For example, with the study of voting patterns referenced above, it will be important to gather and analyze articles leading up to the election, not those that appear following the election. This might seem obvious, but since most articles will be gathered from library databases which might or might not organize materials according to date it will be crucial for the researcher to make sure that the articles are clearly within the appropriate time period (Ibid).

CHAPTER THREE

3. RESEARCH METHODOLOGY AND DATA ANALYSIS

3.1. Methodological Overview

As stated in the first chapter, the main objective of this research is to study the readability problem of public relations magazines of federal governmental organizations, with specific endeavor to explain how it helps the communicators to prepare well designed and eye-catching magazines and also helps them write an attractive articles and the reader to select texts that are suitable with their reading skills.

Thus the objective of this chapter is to discuss the methodology employed to collect and analyze the data in order to come up with a well-researched explanation for the research questions. The research design used is a qualitative research design with focus group discussion and semi structured in-depth individual interviews. Focus group discussion is used as a major technique of data collection supported by in-depth individual interviews. The justification behind selecting this methodology is discussed as follows.

3.2. Research Design

Since the objective of this research is to study the readability problems of public relations magazines, the researcher has first a clear idea about the nature of the research questions that were used to select and check which methods are necessary and appropriate to answer the research questions. In order to study the problem of readability of public relation magazines, the researcher had to see the case in the readers', communication officers', printing house owners' and graphics

designers' perspective. This is because the results of statistical analysis may not be the best readability predictors.

The reason is that there are variables that can affect readability, but cannot be detected by measuring. For example, readability studies found out that it is difficult to measure the effects of content, writing style, design and structuring and coherent organization, and headline writing on easy reading and understanding. Moreover, the studies indicated that writing strategies on easy reading and understanding are very often inconsistent and inclusive (DuBay, 2004). Similarly, Meyer, cited in DuBay, (2005) indicates that it is difficult to catch/measure under-reporting and boring writing by measures. Furthermore, DuBay,(2004) indicates that "measurement may not be a practical method because readers are of different backgrounds. People whom one is studying may view things differently from what another outsider with little contact might have expected." Similarly, Kintch cited in DuBay, (2004) in his research found out that 'measures are not based on modern Linguistic theories and overlooked the interaction between the reader and the texts.

Thus, as Bryman,(2004) states, the researcher had to involve himself in face-to-face interaction for it enabled him to participate and understand communicators', publishers', designers' and readers' points of views on the extent of the readability of public relation magazines from them and investigate information beneath the surface content, writing style, design and organization of magazines. On the other hand, the researcher is not saying that other methods of measures cannot be used to predicate readability difficulty. For example, as it is mentioned in the literature review, readability formulas contributed to measure the level of word and sentence difficulty in many languages worldwide (DuBay, 2004).

To this end, the researcher assumes that the qualitative approach may be appropriate and necessary to investigate the research questions of the study by getting and talking to the right people who were concerned by the subjects of the study. This is because the qualitative method

might suit better to observe readers' views for the method stresses the need to see through the eyes of the researcher to understand readers' attitude in their own views.

3.3. Sampling Method

'Qualitative sampling is concerned with information richness, for which two key considerations should guide the sampling methods: appropriateness and adequacy' (Fossey et al., 2002). Thus, the attempt on the process of sampling was on identifying appropriate participants who can best inform the study. The sampling strategy used is purposive in nature. As argued by scholars, the primary concern of qualitative research understands particulars rather than generalizing to the broader, thus a representative sample is not crucial (Deacon et al. 1999).

Maxwell cited in Mabweazara, (2006) further posits that in qualitative research, generalization works with the limits and bounds of persons and conditions studied and their needs to be a presumption on the part of the researcher that the same research process in different situations elicits different results.

According to the information gathered from Ministry of Government Communication Affairs Office, there are 31 offices in ministry level and for this study 16 federal offices were selected due to their trend publishing public relations magazines regularly and organized strategic communication department (See Appendix IV). So, around 1000 copies (one magazine will be printed almost 75 Birr) of government public relations magazines had been published and distributed by one federal government office each year. So, the selected 16 offices published 16,000 copies and cost above 1,200,000 per year. This figure refers for once publication but there are offices which publish twice or four times per year. As the purpose of this study is to analyze the readability problem of sixteen federal government public relations magazines (three consecutive editions for each office had been selected for the study), the researcher implements

two stages to be collaborated with one another. These two stages include: focus group interviews and individual in-depth interviews.

3.3.1 Qualitative Research

Qualitative research design is concerned with developing explanations for social phenomena that take place around human beings by trying to answer questions of why?, how?, and in what way? (Maykut and Morehouse, 2004). According to Pope and Mays,(1995) the goal of qualitative research is the development of concepts which help us to understand social phenomena in natural (rather than experimental) settings, giving due emphasis to the meanings, experiences, and views of all the participants. Initially this method was presented as an alternative to the weakness of quantitative analysis which is numerical based.

Later on its uniqueness in seeking explanations to preserve and analyze situated form, content, and experience of social interaction rather than trying to present it mathematically, made it more suited for social science research (Lindlof and Tylor, 2002).

Flick, (2002) explains “qualitative research is concerned with analyzing phenomena in their temporal and local contexts.” He further discusses that this strategy “allows researchers to assess readers’ reflections on their actions and observations in the field, their impressions, irritations, and feelings and soon become data in their own right forming part of the interaction, and are documented in research or context protocols.”

Furthermore, this study strategy is employed for it has been attested to study social matters in the people’s perspective. In this regard, Bryman,(1988) states: “Qualitative research has committed to viewing events, actions, norms, values, etc, from the perspective of the people who are being studied.”

Furthermore, Flick, (2005) indicates that qualitative study provides detailed information of people's points of view and the meaning they attribute to their experiences. Similarly, Bryman, (2004) states: "Qualitative studies provide a detailed account of what is going on in the setting being investigated. The details provide an account of the context with in which peoples' behavior takes place."

Unlike quantitative research which has pre-determined variables, qualitative research is inductive and open-ended both in procedure and results presentation. In addition, the involvement and decisiveness of the researcher in qualitative research is very significant and strong enough to produce difference in outcome due to its subjective nature (Ibid). It is with this acceptance that the researcher chose to use qualitative research design since what this study tries to investigate is the perception of the informants that can be expressed in their own understanding.

3.4. Data Collection Techniques

Much message reception research uses two alternative data collection techniques: focus group discussion and in-depth individual interview as Schroder et al., cited in Tebebe, (2006). Therefore, as reception research this study used focused group discussion as a primary tool for data collection and in-depth individual interview as supporting tool to enrich the data. In this research the interview is used for the researcher could not bring those individual readers in a focus group discussion in one place and at a time.

3.4.1 Focus Group Discussion

Focus Group Discussion is qualitative data collection method in which participants meet as a group to discuss a given research topic. It is basically group interview, although not in a sense of

an alternation between a researcher's questions and the research participants' responses. Instead, the reliance is on interaction within the group, based on topics that are supplied by the researcher, who typically takes the role of the moderator (Morgan, 1997). The hallmark of focus group discussion is their explicit use of group interaction to produce data and insights that would be less accessible without the interaction found in a group (Ibid).

Strelitz,(2005) also agrees with the above idea and states that focus groups offer opportunity in obtaining responses to how people think and feel about the issue in focus, since it encourages group interaction – participants can influence and be influenced by other participants. Focus group discussion is also characterized by homogeneity in terms of variables that might have impact on open discussion among participants. The idea of maintaining the homogeneity has been core point for credibility of research, especially in relation with gender and sensitive issues.

In addition, variables such as age, educational status, family background or use of a particular medium are among the factors which need consideration (DuPlooy, 2001). The other curtail point in relation with focus group is group size. It basically depends on the level of participants' involvement with the issue for discussion.

If the participants have low level of involvement with the topic, it may be difficult to maintain an active discussion in a smaller group. In addition, small group can affect the amount of detail information the researcher needs due to the fact that participants might be sensitive to the dynamics in the group. On the other side small size is appropriate when participants are both interested in the topic and respectful of each other. Furthermore, it is useful when the researcher desires a clear sense of each participant's reaction to a topic.

Large groups also have their own setbacks particularly it will be difficult to manage the discussion especially when the participants are highly related with the topic. In addition participants may break in sub groups and start their talk at the same time which implies lose of

data for the researcher. Therefore, it is important to bear in mind these problems and organize the group. The common rule of thumb is to use 6-10 participants in one group.

How many groups for a research is also another point scholars tried to reflect on and came up with the idea of three to five per project. Nevertheless, they also said that it is pre-determined by the saturation level, which in other words is to mean when the moderator starts to accurately anticipate what will be said next in a group (Calder, 1977).

Holding the advantages; to give opportunity to observe a large amount of interaction on a topic in short time, to provide direct evidence about similarities and differences in the participants' opinions and experience, and handing the participants the power to lead the direction of idea transfer, the method is not complete by itself just like any of the other methods. . In order to fill the gap other methods such as participant observation and in-depth individual interviews are used in combination with it (Creswell, 2009; (Morgan, 1996); (Gomm, 2008). According to Morgan,(1996) there are three basic uses for focus groups in current social science research. First, they are used as a self-contained method in which they serve as the principal source of data. Second, they are used as a supplementary source of data in studies that use other methods as a primary source of data such as a survey. Third, they are used in multi-method studies that combine two or more means of data gathering in which no one primary method determines the use of the others.

As stated at the beginning, this study used focus group discussion as a self-contained method by giving consideration to the value of group interaction among the readers, communicators, designers and owners of printing enterprises will enable the researcher to find out different aspects of the medium in focus where the participant influence and influenced back during their focus group discussion.

However, the researcher agrees with the scholars' idea that it is not complete by itself and used in-depth individual interview as to make the research complete. Bryman, (2004) defines focus group as it is "a form of group interview in which there are several participants /in addition to the moderator/; there is an emphasis in the questioning on a particular fairly and tightly defined topic, and the access upon interaction within the group, and the joint construction of meaning".

The researcher wants to employ focus group discussion for it is the way which opinions are produced, expressed, exchanged in everyday life. Another feature of group discussion is that corrections are made by the group concerning views that are not correct, not socially shared or extreme are available as a means validating statements and views. It is a tool for reconstruction individual opinions more appropriately (Flick, 2002). In similar manner, Patton (cited in Flick, 2002) explains that this strategy is "a highly efficient qualitative data collection technique which provides some quality participants tend to provide checks and balances on each other that weed out false or extreme view" It is also possible to assess relatively consistent and views among the group participants during their interaction.

In this regard, Bryman, (2004) elaborates that this technique is "a popular method to examine the way in which people in conjunction with one another construe the general topics in which the researcher is interested."

As presented earlier, focus group discussion is appropriate for the study for it allowed the researcher how the people under study felt and viewed the readability of public relation magazines; to offer the readers to probe each other's reasons for holding a certain view; to qualify or modify his/her view as he/she listened to others' answers, to elicit a wide variety of different views in relation of the topics of the study, and to offer the researcher the opportunity to study in which individual participants made sense of the readability of public relation magazines. In these

theoretical lights, the researcher conducted six groups' discussions that consisted of homogenous and heterogonous combinations.

3.4.1.1. Forms of the Focus Group Discussion

There were two forms of groups. These are homogeneous and heterogeneous groups. This approach helps the researcher to collect data from variety of group discussions. Members of the two forms of groups were selected by convenience sampling. On the other hand, the researcher was aware that he had to involve participants who were from the natural setting and were concerned by the issues of the study. In line with this, NieBencited in Flick, (2002) mentioned: "Participants of the group discussions should be real. They should have shared history of interaction in relation to the issues under discussion and, thus, have already developed forms of common experiences." With this knowledge in mind, participants were selected for the groups.

A. The Homogeneous Groups

Participants of this form were those who have similar experience related to reading public relation magazines, those who have produced magazines for readers, those who design the magazine for better reading and those who have printing houses and background in profession, occupation and their public relation magazines reading experience.

From these points of view, there were 4 homogenous groups. These include:

- (1) One group consisted of only public relation experts or journalists
- (2) One consisted experts whose occupation and profession is designing.
- (3) One group consisted of owners of printing enterprises
- (4) The other one had participants, who dropped out reading public relations magazines (See Appendix III)

The researcher purposefully involved the professionals for they have experiences on publishing public relations magazines during their career working as public relations and communication

experts. So, they could evaluate the content, style, design and structure of public relation magazines given to them (See Appendix III).

Those of who participated in designing groups were similar in that they were either public relations officer in profession and taking short term training on Designing or Audio Visual experts and Computer Science professionals who took long term training on graphics and designing(See Appendix III).

The third group comprises of owners of printing press. Even though the researcher could not find these informants as much as wanted, he persuaded four of them that were working with him for many years as a customer (See Appendix III).

The fourth group consists of the following members who had different demography. They are similar in that they dropped out public relation magazines reading being dissatisfied by the writing style, content selection, design and structure or coherent organization of public relation magazines (See Appendix III).

B. The Heterogeneous Groups

Members of this form of group were those who are different in characteristics that are relevant for the research question. As Flick,(2002) states, the researcher uses this form of group to increase the dynamics of the discussion so that many different perspectives are expressed. Two heterogeneous groups were used which consisted the following participations.

The ages of members of the homogenous and homogenous and heterogeneous groups in general ranges from ages 18 to 52. The results of each forms of group are compared to determine if there are different or similar results.

3.4.1.1.1. Number of the Focus Groups

As Bryman,(2004) states, the researcher being a student and an employee of government institution, was not able to conduct more focus group discussions. This is because especially focus group discussion took him relatively long time and efforts to find volunteers and organize them in those groups. Though this was the case, the researcher thought that the number of in-depth interviewees and focus groups were enough. This is because, as Bryman,(2004) notes, the researcher was able to anticipate what the next interviewees and group discussions participants were going to say.

The researcher has attempted to continue until similar viewpoints were repeated and little or no new points were generated. He notes that his issues of the study were saturated. Thus, the researcher has decided to terminate data collection in those groups for he has found there was no reason to continue the in-depth interview and focus group discussions further. He has got similar and repeated responses to the questions in what he so far had obtained.

The researcher attempted to organize the seventh group that had only females. This was planned to make the study gender sensitive. But those who agreed to participate in the focus group discussion could not come together in one place at a time for their various reasons. Therefore, they participated in in-depth interviews instead. The researcher gave them sixteen public relations magazines to the participants in order to assess their readability.

3.4.1.1.2. Size of Group Participants

As far as the size of participants in each group is concerned, six participants for each group were involved. (Hansen et al, 1998) states that some media researchers recommend six to ten members are the ideal size of members of participants in each group. With this view in mind, the researcher used six participants for each group. This number was what the researcher could manage to get. The researcher made all the groups to have similar number (six) of participants to compare the findings with equal number of participants.

3.4.1.1.3. Sampling and Selection of Group Participants

It may be understood that focus group research in media study rarely sought to obtain representation or of the general population. Rather participants can be selected according to specific dimensions and thoughts significant to the way in which readers' use and view media text.

As Hansen, et al, (1998) points out that those participants were recruited from the 'naturally existing' setting. For this study, it is public relation magazines readers. The researcher found, contacted and engaged the appropriate desired types of group participants who are believed to understand the textual elements that might have been affecting their ease of reading.

Concerning the number of focus groups to be conducted, as David, et al, (1999) put, the main factor to decide the number of groups to be conducted is the types of the research questions asked across different groups characteristics specified by the objectives of the research. Taking these considerations into account, the researcher, as mentioned above, has conducted a six focus group discussion.

Since the sample was not representative of all the public relation magazines, the study's results are not generalized. However, the study contains representation from all informants, i.e. Communicators, Readers, Designers and Owners of printing enterprises. The researcher selected 48 magazines from 16 federal governmental organizations, which have a lot of experience publishing such magazines and allocated more budget for the publication of printed materials, particularly for magazines. By choosing the latest three consecutive editions for each selected offices and distributed for participants so as to they might give better opportunity to examine the issues of the study further than the short ones.

3.4.2. In-depth Interview

This is a one-to-one dialogue between a researcher and a single participant in order to get the detailed response of the participant (Henn, et al., 2006). It shares a lot with focus group but here the researcher is the one who controls the direction of discussion unlike in the focus group, where the participants hold more power, though the moderator tries to guide the circumstance.

Even though it is the researcher's belief that the issue under discussion is not sensitive, giving more time and opportunity for participants whose ideas are believed to be particularly relevant makes using this tool necessary and a means for triangulation. For this reason a semi-structured in-depth interview was held with 12 participants who were also participants in the focus group discussion. In the same way, in-depth interview with the directors of public relation department was held in order to include their response regarding the issues the researcher tries to investigate.

The researcher could interview 25 readers. Some of them are those whom he observed reading relatively for some time. Those readers were found while working in the selected government offices, readers and also customers of the organizations. The interviewees included those who were government employees (They were 15); engaged in private businesses (They were 10), and students or internships (They were 5). Their ages ranged from 18 to 52, and educational backgrounds were from grades 12 to MA degrees. Data collection using this method was conducted from November, 2017 to January, 2018.

3.5. Data Collection Procedure and Analysis

As mentioned in the previous section, focus group discussion is the primary tool for data collection. Therefore, after organizing the participants into groups, the time and place for conducting the discussions were set by giving the choice to participants in order to make them

feel free and get the most out of them. Accordingly, the discussions were held at the weekend, which the participants found to be convenient for them.

Even though the participants were aware of the reason they were organized in the group, since it was explained to them during the purposive sampling stage, before starting the discussions the purpose of the study was explained to each group. In addition their willingness for participation was also confirmed, based on the agreement to keep their personality confidential. Recording of the discussions was also done based on their permission.

Both the focus group discussions and in-depth individual interviews were conducted in Amharic language in order to create smooth flow of idea among the participants and to allow interviewees articulate their idea freely without language constraints. All discussions and in-depth individual interviews were recorded by using tape recorder. Notes were also taken during both data collections in order to capture nonverbal and significant observations. Later on, all the data was transcribed in note form at least, and translated into English which is the language of this study.

In order to analyze the data obtained in a way that furnishes answers to the objective of the study and research questions, the transcribed data were brought together based on the similarities of ideas and categorized under the themes of the research questions.

3.5.1. Framework to Guide Data Analysis

The student has considered the analytic induction strategy as a framework to guide the collection and analysis of the research questions data (Bryman, 2004). This strategy is noted as one of the most frequently used approach to analyses qualitative (Wimmer and Dominick, 2006 and Bryman, 2004). The researcher has used the analytic induction to define topics of his interest; to

develop a hypotheses, and to study cases to see if hypotheses work or not (Wimmer and Dominic, 2006).

In connection to this, Bryman, (2004) defines analytic induction, as it is “an approach to the analysis of data in which the researcher seeks a universal explanation of phenomena by pursuing the collection of data until no cases that are inconsistent with hypothetical explanations of phenomena are found.”

The student has used the analytic induction by following the steps that Bryman, (2004) puts. Accordingly, the researcher has begun his study by providing a hypothetical explanation of the problem and finally collected data (examined the case).

3.5.2. Data Analysis

In line with the general strategy of data analysis, the analytic induction, the researcher employed narrative analysis to collect and analyze the data obtained from the focus group discussion and interview methods.

Narrative analysis technique was employed for it has been a traditional technique used to search and analyses qualitative data that people employ to account for events (Bryman, 2004). He further explains that the technique used was to collect and analyze the data that were generated during focus group discussion and semi-structured interview. Besides, the narrative analysis allowed the researcher to approach the interviewee’s experiential world in a more comprehensive way (Flick, 2002).

Thus, the data that were relevant to the study were collected and grouped into appropriate and meaningful five categories. These are presented in this part later. Then the explanations that have been emerged from the data are presented and interpreted.

3.5.3. Sampling Techniques

Since, the study was a qualitative one; it was not concerned with objects' representation. Therefore, the researcher used non- random sampling technique to select participants for the semi- structured in-depth interview and focus group discussion. Due to their number of circulations and huge money spent for publishing, sixteen public relations magazines in 16 government organizations were selected by using this technique.

Convenience sampling technique is used to select participants who were volunteer and easy to find. On the one hand, purposive sampling was used to select subjects who have educational background on journalism and communication and to select the longest news stories for the group discussions and female interviewees.

Regarding the appropriateness for the studies such as this, of the non-random sampling, Wimmer and Dominic,(2006) state: "Mass media researches frequently use non- random sampling, particularly in the form of convenience samples, sample using volunteer subjects or elements selected for characteristics or qualities and those who/which fail to meet the criteria."

3.5.4.The Interview Guide

Since it has been a common traditional practice in qualitative study, the researcher used an interview guide that helped him to keep the discussion on the issues relevant to the study. (The guide is reproduced in the appendix)

The guide gives direction to the sequence of pre-determined questions asked under each theme of the study. Furthermore, one of the plain reasons to have a clear interview guide is to ensure that it was followed consistently through and all the focus groups involved in the study.

3.5.4.1. The Role of the Researcher

The role of a researcher depends on the subjects of analysis and the type of responses that is sought and the nature of the participants, (Hansen, et al, 1998). In this study, the researcher was part of the discussion without active participation and intervention in the group discussion. Therefore, his roles were essentially to facilitate or moderate and stimulate the discussion among the participants. His typical roles were ensuring that

- issues and topics outlined in the interview guide were covered in the discussion
- a reasonable balance of participation among the participants was maintained
- the discussion was kept on the subjects/ issues relevant to the study (Hansen, et al,1998).

3.5.4.2. Procedures in Conducting the Interview and Focus Group Discussions

Pre-determined questions were asked for the semi-structured in-depth interview and focus group discussions. Sequences of the questions were established in the interview guide. However, the researcher asked questions that were not in the sequence of the structured questions. These questions were asked during some participants mentioned some issues which the researcher wanted clarification and to get the relevant information during the discussion.

The sequence typically followed telling the participants about the researcher and what the purpose of the interview; asked participants to introduce themselves and then moved gradually towards from the general to the specific issues/ topics and questions. The researcher also explained the essence of the general and specific questions. This helped to make the participants understand and answer and discuss. The interview and the focus group discussions began by asking participants about their habit of reading Public relation magazines. Those questions were asked to stimulate interviews' main narrative. For this reason the responses were not included in the study's data.

Latter, they were asked whether they easily read and understood the contents that the interviewees read before and the group participants the magazines they were given. They were asked to describe and discuss what elements of the writing style affected their ease of reading. In addition to that they were asked to evaluate the design and the structure of the magazines for ease to read. Those questions were then followed by specific questions used to inquire details of specific topics that were not exhaustively mentioned during the generative questions. The specific questions are presented in the interview guide (See Appendix I).

The focus group discussion participants were exposed to the selected 16 magazines. Each participant of the groups was given 48 copies of magazines that were published by the selected offices ahead of the group discussion days. The magazines were given to the readers before interview and focus group days to give readers relatively enough time to read them. They were asked to read and identify the problems they might have observed. In general, they have evaluated the writing of the texts and came for the group discussions and ready.

Participants of the journalists group were also asked to assess and identify problems of the content, writing style, design and structure of those magazines in terms of their prior knowledge of journalism. This has helped the researcher to know the existence of the problems and other issues the interviewees and group members rose.

3.5.4.3. Interview and Group Discussion Locations

The participants determined the locations both for the semi- structured in-depth interview and focus group discussion. The semi-structured interview was conducted at the places where the interviewees were working and living. The focus group discussions were conducted at my friend's Cafe House and my office for the heterogeneous and homogeneous groups.

The interview was conducted from November 10 to November 30, 2017. The focus group discussions were conducted from December 8, 2017 to January 30, 2018 on Saturdays and Sundays. The weekends were selected for it was on these days that all group members came and gathered. Besides, they stayed for relatively longer hours chewing and chatting. So, the researcher had enough time to conduct the discussion. The focus group discussions took about an hour at average.

3.5.5. Recording the Data

It has been a common experience that the principal data produced by focus groups are verbal responses, statements, opinions, agreements and interactions of the participants (Hansen et al, 1998). Thus, the focus group discussions were recorded after getting participants' consents by giving assurance to confidentiality where appropriate. The researcher attempted to convince the group that refused the recording but participants were involuntary for the reason/s they did not want to tell. Instead they told the researcher that they would speak slowly so that the researcher could write down their narrations. The researcher had an assistant to take note for fear the researcher might miss some points. At the end of the group discussions, the researcher and his assistant checked their notes. Fortunately, there were no differences in the note taking. For other groups their discussions were recorded. The recordings, then, were transcribed. In addition, observational notes were taken down during the discussions.

3.5.6. Categories of Responses

As Hansen, et al, (1998) underline, the necessity of categorizing responses in relation to their headings; the researcher grouped the relevant collected data to some topics into appropriate and meaningful categories. He then analyzed the types of responses generated in relation to their perspective headings determined by the research framework and set out in the interview guide. The categories obviously vary depending on the research questions or objectives of the study.

Therefore, the categories are grouped into two themes and five sub themes. The two themes are 1. Writer's factors and 2. Readers' factors. The five sub themes are 1. Content difficulties, 2. Writing style difficulties, 3 Structure or organization inappropriateness, 4. Design unattractiveness and Reader factors (Reading skills problem and lack of prior knowledge, interest and motivation).

The data were first arranged according to the sequence of the question during the discussion. After the data were prepared for analysis, the data were then organized into their respective categories.

CHAPTER FOUR

4. DATA ANALYSIS AND DISCUSSION

INTRODUCTION

Most works revealed that magazine is a publication that is issued periodically. It generally contains essays, stories, poems, articles, fiction, recipes, images, etc. Magazines are directed at general and special audience, often published on a weekly or monthly basis and deeply deal with socio-cultural, economic and political issues. They have a special feel and mission and exhibit even an overall special tone.

The magazines are generally read more attentively during leisure time. Its language and style of presentation is quite different from newspapers. The variety and richness of the content, its social focus and visionary perspectives are more valued by the readers. The success of a magazine is based on intelligent observation, imagination and consistency in articulating the views on all matters of public life (Dick, 2001).

Now days, it seems that magazines shape our lives, telling us what to wear, what to eat and what to think about. Although this is the age of the internet, the public continue to enjoy magazines, admire their pages, photos, illustrations and headlines. This popularity is due to the fact that magazines cater to all sorts of interests and passions. Most magazines look more or less the same at first glance, but they target different audiences.

This chapter deals with presentation and analysis of the data obtained from the focus group discussion and in-depth individual interviews. The data obtained through both techniques is analyzed simultaneously since the tools are used to find more on the same idea. For analytical reasons; the narrative stories are presented by specifying among four major themes / categories. These include: statements content forming, writing style, designing and organizing or structuring

oftexts on the selected public relation magazines. The research findings are reported as facts or documented by using quotations from the statements of the participants. The participants' statements are interpreted by providing general theoretical or conceptual grounds.

To make this study more persuasive and to get a reliable result, the researcher collected recent edition of government magazines from selectedsixteen federal offices (three consecutive editions for each office), which are found in Addis Ababa. Then, he distributed them to the respondents to analyze the contents, writing styles, designs and organizations of the magazines.

As presented in the objectives of this study and research questions part, the main objective of this research is to study analytically the readability problems of government public relationsmagazines. Therefore, the guides for the focus group discussions, as well as the in-depth individual interviews were organized based on four major themes in harmony with the objectives of the study.

The analysis combines findings from allfocusgroup discussions and in-depth interviews. These findings will be discussed and illustrated and then corroboratedwith selected quotations from the interviewees obtained from six focus groupdiscussions and six in-depth interviews which constituted of a total of 25interviewees between the ages of 18-52.

4.1. Readability of GovernmentPublic Relations Magazinesin Question

Since the main focus of the research is to study analytically the readability problems of government public relation magazines, in-depth interviewees and focus group participants were asked whether or not the magazines they read were easy to read and understand.

As just referred in Chapter twothe main means of communication channels to reach audiences vastly are often through written materials, published either in newspapers or magazines. It is often stated that communication presupposes comprehension. The main purpose of readability studies is, thus, to measure the comprehensibility of a piece of writing or text.

The variety and richness of the content, its social focus and visionary perspectives are more valued by the readers. A popular magazine which caters to the general public uses non-technical language. The contents of these magazines include interviews, general interest articles and various types of features. They usually cover a wide range of topics based on research, source comments and generalizations. Articles are usually written by a staff writer or a journalist; in some cases, interesting articles of freelancers are also encouraged. They generally contain many interesting and sometimes sensuous photographs to attract readers (Dick, 2001).

In general, magazine articles are easy to read, fairly brief in length, and may include illustrations or photographs. Magazines don't necessarily follow a specific format or structure in writing the articles. Its attractive appearance, eye-catching cover pictures and illustrations on quality paper make it more appealing to the reading public. Magazines also contain many colorful and impressive advertisements. A magazine writer focuses on specialized topics and current issues of public interest.

A magazine writer has more freedom to express or has more room for subjectivity. S/he has the tenacity and freedom to express things in a creative manner. It further enhances the writer's mastery of the expression by imploring these seemingly circular methods of self expression. Magazines have much more visual expression than newspapers because magazines are not subject to one consistent layout. Magazines use lots of color, different types and sizes of fonts and break up their articles with images and color. (Ibid)

The main difference between magazines and other printed materials is that magazines are written for specific audiences and attract varied target audience. The visual strength of magazine is enhanced with the effective use of color in magazines. In magazines, the writers can also use a color background whereas newspapers normally have only a white background. This means they can present more attractive color contrasts in their magazine visuals.

As just mentioned in Chapter two, readability is the extent in which readers understand text, read it at an optimum speed and find it interesting. It was also referred to as the ease of comprehension due to the styles of writing and ease of reading words. So, based on these facts the researcher gave the opportunity to respondents to analyze the selected government public relations magazines from two points of views, i.e. from writer factors (content, style, design and organization) and from reader factors (reading skill, prior knowledge, interest and motivation).

During the in-depth interview and focus group discussions, the readers involved in the investigation told that their ease of reading and understanding, and interest were obstructed by one or more influencing factors of public relation magazines. In other words, concept difficulty, idea density and idea flow, word and sentences usage difficulties, typography, columns, lines, illustrations and white space, sections, headings, chapters, paragraphs, prior knowledge, reading skill, interest and motivation.

They mentioned the above aspects as problems that obstructed their ease of reading and efficient understanding and they were the major issues repeatedly mentioned in common by the participant readers. The focus group discussions were more effective in raising and discussing specific and detail issues under each category than the in-depth interview. Examples of the narrated stories are presented under each thematic issue category as follows:

4.1.1. Writers' Factors

4.1.1.1. Incoherency and Inappropriate Usages of Content

Many scholars admitted that content can mean anything from the kind of topics that the magazine accepts to the style of the articles to whether they are treated lightly or in depth.

Readable text affects how readers process the information in the content. Poor readability scares readers away from the content. On the other hand, done correctly, readability allows readers to

efficiently read and take in the information in the text. Bad writing and poor readability are costly. A business could be losing thousands, if not more. All of these happened because of poorly written content.

Based on the issue raised in literature review the focus group discussions and the in-depth individual interviews conducted show that most of the federal government public relation magazines' contents are not coherent as well as appropriate at all. Most of the respondents read at least three recent consecutive issues of the publications, with a close eye on several aspects and have gotten the opportunity to see different editions of each government public relation magazines and concluded that they are incoherence, i.e. the producers did not keep the coherence of the magazine by changing the contents with time intervals.

Ashebir, 41 years old and worked as a journalist at EBC and currently Public Relation and International Communication Directorate Director and served for more than 15 further strengthen the above points beckoning the following points.

In my opinion if you analyzed most government public relation magazines and tested thoroughly with readability, I can say with confidence that most of them were produced without keeping their coherences, adding another idea without finishing the first one. They did not consider the flow of ideas with maintaining its rhythms. It seems like they write for the sake of fulfilling their three, six and nine months or annual year plan. Besides, some public relation magazines' contents were not arranged with arguments and they were not written in a logical way, definitely the ideas didn't persuade readers rather forced them to stop reading. So, one of the readability problems of government public relation magazine is incoherence and inappropriate usage of contents.

One of the participants, who work as a senior communication officer at government office, stated during in-depth individual interview that it is not only incoherence of contents observed in public relation magazines but inappropriate contents, that are not relevant for the readers but may be necessary to fill the gaps of the page, were also observed in most of the government magazines. He also explained that some of government public relation magazines have difficulties in writing and reviewing the article, and also do not ensure the correct tone of the article and therefore they were inconsistent throughout and hence they were not appropriate for the target audiences.

4.1.1.1.1. Concept Difficulties and Problems of Idea Flow and Low Idea Density in Public Relation Magazines

As just stated in Chapter two delivering readable text means your writing will have greater impact, be understood more easily and help to increase the chance articles are published. Unlike news stories, which are usually written in a matter of fact style, magazines utilize colorful language so as to make the content enjoyable and flow ideas easily.

Common opinion, often advocated by teachers of literature, is that a reader who maintains that he or she has understood a text, but cannot say much about what this understanding is, should not be taken seriously. Meanings that cannot be described and verbalized have not been understood, runs the standard argument. Difficulties in organizing meanings that a reader has produced will differ from the difficulties he or she has in verbalizing and communicating these meanings (Braun, 2017).

Opinions found from focus group discussions' and in-depth interviews' participants affirmed that some texts of public relation magazines have gotten idea difficulties. Abiyou, 39, second year MA student in journalism and communication, a public enterprise employee said into his group discussion that since some of the texts of the magazines is compacted by unnecessary and

irrelevant details, it is too difficult to understand the core meanings that the writer wants to deliver for his readers. He further said:

Sometimes you can find difficult texts from public relations magazines. The writers might be thought to write best articles that can inform or entertain the readers. The important thing to remember here is that you're telling a story to your readers. That means you need a beginning, middle and an end. That means you need to think about where you're taking your reader and create a logical path to that end point. However their selections may be on the wrong way. The readers rather than informing or entertaining from what they read, totally they will get ideas in the mistaken side, i.e. transmission of ideas will be on the wrong way.

This is mainly because when the writers did not use readable texts that can be suitable for their readers or that can maintain the reading level or skill of their readers. On the other way, this is also because of the writers didn't organize the texts very well. Their texts weren't clear from the beginning to the end. In this case you will not find clear meanings what to say and there will be also ideas redundancy. Finally they all lead not to attract readers but make them to refuse to read the rest articles of the magazines.

One of the readers, who involved in in-depth interviews, testified the above points on the following way.

It makes a great impact on me, or I can't explain what it is. It moves me deeply and I can follow the meaning of the words line for line, but the total meaning of the texts evades me, or I can't find words enough to describe it. When I just read some public relation magazines' texts I had a fairly clear idea of understanding,

although I was vague about the meaning in a more limited sense.

Idea density can be used as a measure of intelligence and a low density may indicate some mental impairment. A specific idea is of more value than a vague one. Idea density means number of proposition per number of words (Snowdon et al., 1999).

Idea density is distinct from grammatical structure or simply how much is said or written. Prior studies suggest that idea density is related to a number of linguistic and other cognitive abilities including vocabulary, general knowledge, reading rate and verbal frequency (Kemper, Greiner, Marquis, Prenovost, and Mitzer, 2001) and (Snowdon, et al., 1996). It also reflects the complexity of spoken or written communication (including the extent which individual ideas are inter connected) and overall cognitive processing efficiency.

Mohammad, 31, MA in English Language and Literature, government employee from homogenous group says:

Since a lot of government public relations magazines' are written by nonprofessional, that means those of who have profession in other field other than Journalism or communication or language and literature and selected by government by their political involvement so as to fulfill their political agendas and occupied managerial position or senior level (a public relation department head or senior public relation officer), it easy to imagine what the result will be.

From this point of view I can say with confidence that the whole contents of the magazines were full of silly ideas and couldn't hit the primary goal of the magazines, to inform, entertain and give information Hence the readers forced to hold nothing except repeated idea in so many ways.

Even if scholars like Jenny McKay refuted the above assumption, that is in order to be a good writer, it is important to be a journalist or communicators; she believed that if your writing strikes readers and attracts them very well, it is enough to say them good writer. However, it was the case may be at least training in magazine journalism should also help them very well.

If you write well enough and are able to convince an editor of your worth, the lack of a paper qualification in anything, let alone in journalism, is no barrier to success.....If you're unlucky as a new journalist, you'll come up against the older hand whose advice can be summed up as: 'Training, what training? I never had any training. Noneed for it. Journalists are born not made.' For this kind of hack there is only one thing worse than training and that is training that takes place in a university (McKay, 2000).

On the other hand, a good writing is a skill. It must be learned and honed through instruction, study, and constant practice. But, the muses must also be fed if we want them to inspire us and, for a writer, that means reading. Stephen King, in his essential book *On Writing*, said it well: "If you don't have time to read, you don't have the time (or the tools) to write."

It is already known that paragraphs separate ideas into logical, manageable chunks. One paragraph focuses on only one main idea and presents coherent sentences to support that one point. Because all the sentences in one paragraph support the same point, a paragraph may stand on its own. In other words it is a group of related sentences that support one main idea. In general, paragraphs consist of three parts: the topic sentence, body sentences, and concluding or the bridge sentence to the next paragraphs or section.

(<https://libguides.usc.edu/writingguide/paragraph>)

So, paragraphs demonstrate where the subdivisions of an article begin and end and, thus, help the reader see the organization of the magazine and grasp its main points. However, the big problem

of government public relations magazines is lack of keeping the flow of ideas from sentence to sentence and paragraph to paragraph. Solomon, 36, second year MA student of journalism and communication revealed this problem as follows:

I got the opportunity to see and read so many magazines that came from different offices. One thing that forced me to worry and finally lead me not to read them again such magazines is their idea flow problems. In the first paragraph you may get one concrete idea. Without finishing this idea in logical way the next paragraph will continue with other idea that has no relation with the previous one. It is full of repeating ideas. Their way of expression ideas look like 'around the bush', repeating it again and again. Sometimes it seems a tale that u r telling to your children at night in order to sleep.

Since, writing paragraphs without skillfully, a content that didn't flow logically from one paragraph to the next and that didn't inform and help support the readers. If one paragraph didn't support the next one in meaningful way and the central content problem of the magazine being investigated, your article will not be viewed as credible and, well, you will probably receive a poor acceptance.

He also concluded his suggestions by saying:

Write cohesive paragraphs constructed around a single major idea so as to attract so many readers. All of the ideas in a paragraph should relate back to the main point. If possible, put the main idea of the paragraph in the first sentence.

Therefore, even if there are readability problems in government public relations magazines, very few of them, particularly those of which published by public enterprises are better in contents. Therefore, in order to increase the reading achievement of texts most effectively, it is better get to know the magazine and what kind of content to be published and strongly suggested

that it is important reading the previous articles before submitting the new one. It is vital to look through the publication's submission guidelines and identify aspects of its house style in its published content.

Many scholarly advices study are organized ideas into a logical outline before and during the writing process. This may be the most important guideline of all. The writers have to think clearly about a topic in order to communicate it clearly. The organization process is ongoing, starting before any words are written and continuing throughout the entire process. One of the participants in in-depth interview, who has a lot of experience in publishing so many magazines, clearly put it by saying:

There is nothing wrong with reorganizing a paper as you write it. When you think you're finished, take the opportunity to analyze it one more time to see if the organization still makes sense to you. If it does, great! If not, try again! In most public relation magazines' contents I have never found information as much as I needed. I could get too little information. The most important information was left untold. They are rather full of details that are unrelated and have little importance to the story. As a result I could not understand what the writer tried to tell us fully.

Similarly, Berhanu, 45, had a BA in Linguistics and MA in Sociology, and formerly working as a senior public relations officer and now working as senior sociologist in public enterprises supported the above idea as follows:

As I knew from different sources that most magazines will give you a topic for you to research and write about, but if you're submitting to a magazine then you'll probably have to pitch one yourself. This is where you're able to brainstorm ideas

and define what area you would like to write about. However, this is no simple task because the piece you are writing has to be detailed and must provide examples and evidence along with the facts you're providing. On the basis of this fact I realized most of the government public relation magazines that were given to us to analyze have gotten many difficulties in their contents. So, I can say that most of the magazines are full of concept difficulty, idea density and flow problems.

Similarly Haji Ibsa, 52, who was Public Relation and International Communication Directorate Director at government office and had a BA in Theatrical art, supported the above issue by putting the following opinions during the homogeneous focus group discussion:

A good idea is to explore what people are reading about at the time you're writing. Is it interesting enough to write about? Look at the news; is an event powerful enough for a main article? Search your local community and what's been happening. Is it newsworthy? The idea's the thing. If you build your story around a unique and compelling idea, your odds of publishing it increase dramatically. Often, a perfectly good project will go unpublished because the premise on which it is based is too predictable, commonplace, or over-published. Once you've chosen your idea, proper research will cover the bones of your story with lots of meat and soul. Just gather information.

Even though that was the truth, many of the government magazines are full of problems on idea density, flow and difficulty in addition to other troubles as well. That is why the Federal government of Ethiopia Ministry of Finance and Economic Cooperation prohibited all federal offices not to publish printed materials including magazines, seeing as wasting money. Imagine, magazines

equally treated as luxury, like expense of money for refreshment, allowance for meeting, traveling abroad, etc. This is all because of the readability of public relation magazines decreasing time to time and reaches its peak.(See Appendix 2)

Although other focused group discussion and in-depth interviews participants admitted that government magazines have problems of readability in many ways, all of them didn't accept government acts on public relation magazines, i.e. forbidden magazines not to publish, since they believed that one of the main means of successful communication tools for promotion or others is print medias if they are accomplished with successful effort without any barriers.

4.1.1.2. Problems on Writing Styles created Poor Readability

It's best if you analyze at least three different issues to get a feel for the magazine. Every publication has its own house style. It usually covers practical aspects such as page layouts used by the publication, correct use of quotation marks, etc. Understanding the type of slant that will be used for writers' article is crucial. This, of course, goes hand-in-hand with their style of writing and what makes them unique. Having a good grasp on the focus of the magazine along with a good slant for their article is what will determine whether an article will be published or not.

No matter what topic to write about, the writers should easily understand the points and stay engaged long enough to want to read more from the next articles in the future. This is called readability and it is loosely defined in Chapter two as how easy it is for readers to make meaning from what the writers put in written words. If they come away from what the writers wrote not quite understanding what they were talking about, their content's readability is low.

Unfortunately, low readability can be tricky for writers to catch because they know the point they're trying to make. It's also the reason you miss errors when proofreading your own stuff. The task of writing clearly and simply has never been either clear or simple. In fact, it can be one of

the most difficult of all writing tasks. Clear and simple writing is an art to which many aspire and few achieve. Even so, the understandability of magazine content depends upon clear and simple writing. Unclear or confusing writing is an accessibility barrier to all readers, but can be especially difficult for people with reading disorders or cognitive disabilities.

“Reading is an exercise dominated by the eyes and the brain. The eyes receive the messages and the brain then has to work out the significance of these messages. A reading text moves at the speed of the reader. The fact that reading texts are stationary is clearly a huge advantage”.
(Harmer, 1991)

Reading is one of the essential language skills comprising every language lesson and the whole process of learning itself. Adults with limited reading ability need texts that match their interests and reading skill. Most writers are excellent readers and find even difficult material easy to read. They often have little idea how difficult their writing can be for others (Ibid).

4.1.1.2.1. Word Difficulties Contributed for Poor Readability

In both the in-depth interviews and focus group discussions, the majority of the readers under study raised aspects of word difficulties. Many of those interviewees and focus group participants indicated that they encountered unfamiliar, not standard and uncommon, (foreign technical words) inappropriate, irrelevant/unnecessary and misspelled word usage that affected their ease of reading and understanding.

4.1.1.2.1.1. Inappropriate Word Usages

One of the problems indicated by the participants of the study was inappropriate word usage. It is stated that word appropriateness has a paramount importance for clear and readable news texts. Therefore, it is the writers' professional quality to use appropriate words that effectively and clearly convey intended meanings.

Concerning this, Evans, (2000) says: “When I use a word, it means just what I choose it to mean, neither more or less. Readers’ comments underline that the writer should chose one word rather than another.” This is because the right choice of words can make a very sharp story (Mckane, 2001).

Muluwork, 33, BA in journalism and communication and a journalist at Ethiopian Press Agency said that the writing style of government magazines was hideous. He further says:

The poor and unprofessional writing ofttexts always discontents me. Sometimes you can identify words that have no relation with the sentence or inappropriate word usages and word errors in every single sentence. It seemed that the writers never look their work back. Look at error andinappropriate words from the texts of the magazines given to us to read.

He demonstrated some words that were misspelled, unnecessarily repeated and inappropriately inserted from each magazine that they were given to read as sample. There were other participants who indicated that writers used such words. They suggested that writers should not have used such unusual and inappropriate words in formal writing. Etsegenet, 28, had BA in Ethiopian languages and literature and a government employee and second year MA student in Journalism and Communication, during in-depth interviews similarly mentioned that public relation writers were not only careless in choosing the right words that work effectively or making errors in using words but also using cadre words to act like politician or supporter. She says:

I found so many inappropriate and unusual words in the texts some of which I could not understand. Such a problem is common in all magazines. The extent of the problem varied from magazine to magazine. They use words as they wished and simply put them as just came to their minds. A reader has not only to stop and think what they wanted to say but also irritate him to continue reading. For

example, the words like 'kiraysebsabi', 'tebab', 'neftegna', 'hees,gelehees', 'adegegnabozene', 'tilktehadso', 'yehedasemesmer', 'tegdarot'...are common in every government magazines and sometimes the writer himself did not understand the meaning of these words and no idea when and where they should have used them as well.

Fikadu, 41, who was a Senior Environmentalist at public enterprise and had MA in Environment and Land Secure also states:

The words used especially in the headlines are not only crying but also unrelated to the body stories in most cases. They neither tell the central points nor some part of the stories. The writers use such over exaggerated headlines to cheat the readers' eyes and minds. Look, how it was disappointing discouraging when what the headline said was not found in the article bodies.

4.1.1.2.1.2. Word Unfamiliarity

Word unfamiliarity was another issue raised as a problem. Pape and Featherstone, (2005) emphasize that writers must use “language that is common and understandable to all-a language that is plain and simple. This is because newspaper readership is not made up of one particular type, but of all people from all woks of life.” Similarly, Harris and Spark, (1993) states that using foreign words present difficulties as much as technical words do. As it is indicated in chapter two, the knowledge of words has always been a strong measure of readers' reading comprehension (DuBay, 2004).

In this regard, Dawit, 46, who had MA in Geology and work at government organization as geologist, was among the majority readers, who mentioned that unfamiliarity of words affected their easy understanding. He says:

I think each and every governmental office was organized on the aim of promoting their missions and responsibilities. When they tried to promote their work to their customers using magazines as a tool, the readers are out of the game since bulk of using so many unfamiliar and foreign words. Look at one of the articles of the magazines that were given to us to analyze, you can find many unfamiliar words that hinder you whether to continue read or not. I have found so many unfamiliar words that cannot be understood or you may not know them before. So if I got such kind of words in articles, I would not continue to read since I donot want to lose my time in this way.

Similarly, Selamawit, 26, who was a clerk at Commercial Bank of Ethiopia and had a diploma in accounting, indicated her opinion as follows:

Because most of public relation magazines published for so many purposes, in many cases they used some foreign and technical words that they took from different sources without translating or searching the exact parallel or actual words. Like other readers I cannot understand such words. You must be a professional to know them. I always tried to understand such words after I read some part of the stories. I never came across such words in my reading before. Because of these unfamiliar or foreign words or technical words, I will be strained to stop reading even if I have strong feeling for reading and eager to know new things in my every daily life

4.1.1.2.1.3. Spelling Errors

Spelling error is another area of critics. Kervin, (1997) indicates that “spelling errors upset readers.” Crowder and Wanger, (1992:132) add that there is a relation between the visual/the print and cognitive processing they meet the print on the page.” Participants pointed out that they found

words, which were not spelled correctly. The readers indicated that the spelling errors had some impacts on easy reading and understanding. Demssie, 43, who was working at government institution on the position of auto technician, for example, says during in-depth interview:

Whenever I get spelling errors I stopped reading. I am sensitive I started correcting them and continue reading. This in turn disperses my attention. The writers had big problems in this regard. I was thinking about the errors and reading halfhearted.

In general, good writers choose words that contribute to the flow of a sentence. Polysyllabic words, alliteration, and consonance can be used to create sentences that roll off the tongue. Onomatopoeia and short, staccato words can be used to break up the rhythm of a sentence.

In addition scholars suggested that in order to accelerate the readability of texts it is useful to define difficult words by context clues, such as using parentheses to elaborate on a word, or using a footnote or citation to further explain the word. Tighter, more readable style results when writers choose their words carefully, delete redundancies, make vague words more specific, and use subordinate clauses and phrases to rearrange their ideas for the greatest effect. It is the writer's job to make individual words clear so that readers can understand them (Hicks, et al., 1999).

4.1.1.2.2. Sentence Structures and Usages Problems Counted for Readability

Problem

As stated in Chapter two of this study that researchers defined sentence fluency as the flow and rhythm of phrases and sentences. Good writers use a variety of sentences with different lengths and rhythms to achieve different effects. They use parallel structures within sentences and paragraphs to reflect parallel ideas, but also know how to avoid monotony by varying their sentence structures.

In order to know whether aspects of sentence writing had diverse effect on ease of readability, the researcher asked the participants if they had any difficulty at sentence level. The following issues were raised by the participants impartial and in all.

On the basis of ideas mentioned in Chapter two, how sentences were constructed and used affect ease of readability. In this regard, readability scholars, such as Harries and Spark, (1999) explain that usage of ungrammatical, unfocused, clumsy, irrelevant, unnecessary, and too long or short sentences, among others, are influencing factors of easy reading and understanding of texts. They further discuss that writers should use grammatical, simple and precise sentences to enable readers easily read and understand a text.

On the other hand, Bowles and Borden,(1999:2004”105) and LaRock, (2003)make clear that those ungrammatical and unpunctuated sentences have significant influence on readers’ easy reading and comprehension of a text.Kervin, (1992) also adds that “clumsy sentence construction and bad grammar can make the most interesting and informative of texts extremely difficult to read and understand.” Though it is stated by journalism scholars that incorrect grammar usage has adverse effect on readability, many of the in-depth interview participants of the study do not mention it as an influencing element. They said that they did not note the existence of ungrammatical sentences and their influence. For example, Estifanos, 12 complete and formerly a soldier and now a guard at a government officesays:

Since I am guard and working 24 hours and being idle for two days, I have plenty of times to read regularly my office’s quarterly magazine and also that came from others, but I did not note whether the sentences were grammatical or not, nor their influence in my easy reading and understanding. I thought they are correct. The only important thing for me is reading and gets new information and entertaining.

However, among group participants, professionals, especially both in journalism and communication and language and literature indicated that they noted that all the stories had problems on writing grammatically correct sentences according to the rules of the Amharic language. Regarding this Ashebir says:

Almost all the writers of Public relation magazine had common serious problems in writing grammatically correct sentences. I lose interest whenever I faced ungrammatical sentences. Ungrammatical sentences can have influence on easy readability. How can a sentence be clear if its parts are put in an unusual manner? The problem was also that the writers of some news stories did not separate one sentence from another using the appropriate punctuation mark. Similarly, dependent and independent clauses, and lists of items were not separated by the necessary punctuation mark. It is difficult to know where some sentences end.

Mitku, 40, who was working at a public enterprise and had Diploma in photography and second year BSC student in Computer science from another homogenous group also says:

I can say that the writers were not well educated and careful. They used ungrammatical sentences that they always interrupted my attention. They were so careless. They even did not edit errors that could be seen easily.

Most of the responses indicated that ungrammatical sentences structure usage was not a notable problem. Regarding sentence length, some journalism scholars, for example, Flesch, (1949), Gillman, (1972), and Gunning, (1944) cited in DuBay, (2004) underline that sentence length is a key element of readability prediction. In line with sentence length, Harris and Spark,(1999) state

that “sentences must be simple and this usually means they should be short.” However, they point out that “sentences should not be so short because they are staccato to and disjointed: they must read easily.”

The premise is that “the longer a sentence, the higher the hurdle the reader must pass” (Timothy, 1994). Phillips, (2007) adds: “If you have beautiful sentence loaded with three images, it’s going to drag down the whole sentence. You must need one. Pick one. That makes discipline.” Harris and Spark, (1999) also indicate, “precise detail has been ruthlessly pared away to focus the readers’ attention on the two facts.”

Thus, a sentence should be short which conveys one idea or closely interrelated ideas (Evans, 2000:10). All participants of the study mentioned that writers of the story put two or more different ideas in one sentence though this didn’t happen in all the sentence of all the newspaper’s stories.

Haji Ibsa, for example, mentioned in his group discussion that there were some sentences that were very long because they contained unnecessary and/or unrelated details. So, they were really difficult to read and understand them with interest. This might be writers did not have writing knowledge or skill. Berhanu, similarly, states:

It is a common scene in all stories that there were sentences that roll on. The writers ran on with on fact after another different fact. The stories looked like a conversation not written ones. They are loose in general.

Speaking to the effect of sentence length in reading and understanding the articles they read, some participants of the in-depth interview and focused group discussion had different viewpoints. Readers, especially, the young readers mentioned that they did not note the adverse impact of sentence length. For example, Beniam, 18, in in-depth interviews states:

The sentences are not too long to read and understand them. The writers use short sentences though there were some long sentences in some stories, which were not difficult for me.

The researcher gave sentences that had 45 to 58 and 3 to 4 words from some stories, together with their edited versions, to those who said sentence lengths were not problems of their easy reading and understanding of the texts. The purpose of doing so was to check if long and relatively too short sentences do not really affect their ease of reading. He then asked them to tell what the long and short sentences carried. For long sentences, they told different answers.

The researcher noted the readers being delayed and challenged to understand the ideas. They were reading again and again to answer the questions. But they could tell similar ideas for the edited versions. Their different answers showed that long sentences had influencing effect on readability. They also indicated that those a-three or four word sentences were difficult to understand because they were incomplete. The researcher then asked if they found similar sentences that were difficult to understand in their earlier reading. All said that they experienced such sentences that were difficult to understand what they were saying. But they indicated that sentence length did not have a big impact as compared to other much more influencing factors.

Journalism scholars have also attested that precision has relation with readability. Thus, sentences need to be focused. Unnecessary and irrelevant details should be avoided. Concerning this, Harris and Spark, (1999) point out: *“precision helps to avoid the sort of wooly sentences that take no grip on a readers’ interest or mind. Make it clear for the reader what happened and where it happened.”* Phillips, (2007) underlines the need to avoid ‘overdoing writing’ He further said: “A few germs light up your prose, but too many and it will look forced and over-elaborate. It is the tiny details that will tell the story.”

Kervin,(1992:49) also puts that everything you have found out about a person or an event needs to go into an article. Just use the facts that are pertinent to the article.” Thus, a sentence must be direct and snappy. In order to attain such a piece, a writer should have a news story that never contains a sentence which the reader has to look at twice to understand” (Mckane, 2006).

Concerning precise sentence usage, the research participants witnessed the impact of unfocused and indirect sentence writing. All participants the in-depth interview and focus group discussion indicated that this issue was one of the most serious problems that all the magazinestories had. For example, Wondafrash, 50, had BA in Amharic language and literature, Public Relations head at a government organization, says:

As I know from different sources that good writers arrange their ideas within a sentence for greatest effect. They avoid loose sentences, deleting extraneous words and rearranging their ideas for effect. Many writers initially write with a looser oral style, adding words on to the end of a sentence in the order they come to mind. However, the selected magazines' stories were not written directly. The stories were muddy. So, I found them difficult to move through. They used sentences that were not so important. There were also stories that state quite a different matter. So, I started reading a sentence and jumped to other ones without finishing them because they didn't contain the information thatthey need to transfer. I continued in search of sentences that carried the most important points of the stories. It was also common to get different ideas in a sentence and paragraph.

One participant in in-depth interview tried to explain the importance of writing by emphasize it in the following way:

Consuming great writing is like listening to a great singer. If the performer makes an emotional connection with me, even though a singer misses a few notes I eagerly listen to the rest of the song and anticipate the next performance.

In general, the above data indicate that the issues discussed in this category have different level impacts on the readers. Some issues, such as sentence length, imprecise and unfocused sentence usage are common difficulties of readability. Articles in magazines are typically written for the general reading public and don't reflect in-depth research (an exception might be an investigative report written in a news magazine that involved weeks or months of research and interviews to complete).

The student concluded this section, i.e. the problems on writing styles created poor readability by providing the Flesch-Kincaid Test, which has four basic principles that the writers can use to make the content easier or more sophisticated to read. The first and second basic principles stated that short sentences are easy to read. Short sentences score higher than long ones. Shorter syllabic words score higher. The third one asserted that "complex" words are words with more syllables in them. They're not necessarily words that require better vocabulary and higher education. The last basic principle describe that longer sentences, make the content much more complex compared to shorter sentences.

4.1.1.3. Troubles on Designing Content Encountered for Readability, Legibility and Clarity Problems

Is the type on your magazine legible? Is it readable? Do people have to put in a lot of effort to read your text or does your type get out of the way so that your words are easily understood? These types of questions are the usual one always asked around in the successful magazine industries. It is better to begin this chapter the best quote that can support the justification beckons

in this section by putting Ruari McLean's, the writer of *Magazine Design*, best saying, which was cited by MacKay, (2000):

It does not matter what a magazine looks like if the contents are not worth printing in the first place . . . A magazine can be a little better than its material, but not much.

Jenny MacKay further stated to strengthen the above idea with supporting the crucial point of the success of good magazine is design:

In the beginning was the word, or so the Bible says, and many journalists think of words as the starting point of magazines too. But they're wrong. In the beginning is not the word but the blank page. All magazines start as a series of blank pages waiting to be filled. Think of almost any magazine and you'll think not just of words filling those pages, you'll also think of images and how these relate to the words, how these elements work together within a context: that visual context is the magazine's design, ... Some would argue that good design is now encountered by everyone and appreciated by all. 'Design is the greatest factor in modern life.

The participants of both in focus group discussions and in-depth interviews equally agreed that government public relations magazines, which were selected for this study, were not designed by professionals and did not invite someone for reading because of their poor qualities. Abdulhafiz, 33, who was working at a government organization as Senior Web and Graphics Designer and had MA in Computer Science, approved it during focus group discussion as follows:

Of course, creating your magazine means designing it. You have surely given some thought as to whether you should embark on designing it yourself, or

employ a professional graphic designer to do it for you. Designing a magazine can be one of the most rewarding experiences for a designer. A great deal of creativity, imagination and thought goes into magazine creation and coming out with an affable magazine design.

Even if this was the truth all of public relation magazines didn't fulfill the criteria that the best magazines have grasped. Because of these, most of the public relation magazines were not designed very well and became awful for readability. If you want your content to be effective, it must be readable. By designing with readability in mind, you are creating fascination for your readers to eager the next edition enthusiastically.

Netsanet, 31, had MA in Computer Science and IT team leader in government organization, described in in-depth interview about the exclusiveness and importance of graphics designer for the readability of any published materials as follows:

Today's digitalization enables millions of people worldwide to develop skills, acquire knowledge, and practice in various domains. Graphic design is no different. However, knowing how to use auto-adjustment in Photoshop does not make one a graphic designer, yet alone a 'designer with 'extensive' experience in the field'.

If you want to design your own magazine, you have to ask yourself whether you have the necessary specialized knowledge and experience needed for this kind of graphic design. I have 10 years experiences working on different government office and engaged on reading as well as participated on designing government

public relation magazines, but in order to satisfy the writers' interest me and my friends were done mistakes which led to poor readability.

Participants on both methods approved and beckoned that what to understand very well here is that people's attention span has drastically shortened in this decade. This means it will be expected more work for the writers and editors (and designers) if they want to keep the reader's attention affixed to the pages of their magazines. Getting the point across in fewer words helps with low attention spans in both ways. It makes the designer's job easier and helps the reader stay on track with even poor focus. So, the uniqueness and creativity of the designers would have a great value in making the reader to stay a lot in reading.

Mitku, 40, who was working at a public enterprise and had Diploma in Audio-visual and second year BSC student in Computer Science, raised the following points in his group discussion:

Because many of public relation magazines were designed without the help of professionals, in most cases they were not readable. It seems that the writers are working for the purpose of not to get a lot of readers but to make their plans successful. They didn't care about whether their magazines read or not. However, most graphics designer advice that it would be great if the writers or their design has specific experience in this field. The thing is, nobody can guide you better than someone who has experience in the exact domain for which you are trying to promote one's office missions and responsibilities.

So, what the writers must give attention is that general versatility with graphic design is a must; don't shun it away in hopes that it will get better. It's better to be safe than sorry, this adage will especially ring true when next to no opens your

magazine, all due to poor design choices on your or your designer's part. So we have to know that general design experience and knowledge is a must.

Conversely some of the participants of focus group discussion argued that it is not only the lack of graphics designers that the readability of government public relation magazines decreases. For example, Yohannes, 45, who was working as senior graphics designer at Master Printing Enterprise and had Diploma in editing and also had long term training on Adobe Photoshop CS6 and in design software, says the following:

There are a number of professionals in the field of graphics design, who updated themselves in new design software. However, the federal government of Ethiopia didn't pay as much as wanted. Most time these experts released and hired in private companies, which pay relatively more than the government ones and finally the design activities would be fall in the hands of nonprofessionals. Because of this all public relation magazines have gotten difficulties in design and got poor readability. On the other side look at private Amharic magazines, like 'kumneger', 'kalikidan' and the like, they are designed very well and attract you to read them eagerly since they were designed by professionals.

In addition to that Yonatan, 26, who was working at a government organization and had Certificate in photography and second year Diploma student in Computer science, supporting Yohannes's idea and says the following:

I strongly agreed with that and we can find enough professionals from beginners up to senior graphics designers in Ethiopia. Since there are no modern printing machines that can publish eye catching magazines, even if you design your

magazine very well you will get a very poor and unattractive one . For example most public enterprises have the desire to publish their printed materials here in Ethiopia but there are no modern machines which can print as desired, they forced to print them in foreign countries, like China and India, so as to get attention-grabbing published materials.

Mekdes, 41, who was working at Et-Cana Publishing Enterprise as a graphics designer and had Diploma in Computer Science and had long term training on Adobe photo shop CS6 and in design software, supported Yontan's idea and share her ideas in the following way:

The printing aspect holds significant importance in the process of a magazine design layout. Any magazine designing tips will be incomplete without this. The designer has to know his printer in and out; the paper quality that can be used, the differences in color intensities, and discrepancies if any that will be there in a designed and final (print) copy. Because the existing printing machines in Ethiopia were not advanced, most of the printing materials did not inspire readers as much as wanted.

On the other hand owners of printing houses gave their own opinions concerning about magazine design's poor readability. Helen, 49, who was owners of Eth-Cana Printing Enterprise and had BA in Management and long years experience on printing outside of Ethiopia, asserted as follows:

I knew that we are using backward machines in the printing technology when we compared with that of other countries. One of the reasons for this is the government imposed huge tax to import modern printing machines. The government forced us to pay a lot of money not only for machines but for papers too. There are no incentives to advance the printing technologies of Ethiopia.

Imagine last year the Federal Government of Ethiopia Ministry of Finance and Economic Cooperation banned offices not to publish printed materials in order to minimize costs. Because of these we are reaching to close our companies. We do not expect such kind of decisions from the government; it would be easier to support investors who engaged in printing areas in different ways in order to increase the readability of public relation magazines.

As just scholars stated in their study, text is not an afterthought in the design process. It should be the first consideration. Readability should be one of the top concerns when it comes to any design project. If text can't be read, then why are the designers designing in the first place? Good design delivers content in a way that is understandable; readability is a big part of comprehension.

Many writers would say that they know good design when they saw it but they would only be highlighting how subjective the term is. This point was made neatly by Ruari McLean. He wrote that when he used the phrase 'good design' what he was actually saying was 'This pleases me, and I hope it pleases you', that 'what is "good design" in one particular context may not be "good design" in another' (McLean, 1969). This means that even designers disagree profoundly about what counts as 'good'.

In Chapter two the researcher raised a lot about readability. But readability, and readable or legible text, is not quite the same thing. If someone can make out letters, text is considered readable. That does not mean, though, that words are necessarily easy to read or comprehend; they are just decipherable. Readability also factors in the words themselves and how easy they are to comprehend and understand.

J. Ben Lieberman in his famous book "Types of Typefaces" distinguished legibility from readability that legibility a measure of how easy it is to distinguish one letter from another in a

given typeface. It describes the design of a typeface. How legible a typeface is designed to be depends on its purpose.

On the other hand readability is how easy words, phrases, and blocks of text can be read. Readability describes how a typeface is used on the page. Good typography (more readable) encourages a desire to read the copy and reduces the effort required to read and comprehend the type. The reader shouldn't even notice the type. She/he should simply understand the words.

In short he simply puts their difference; "Legibility" is based on the ease with which one letter can be told from the other. "Readability" is the ease with which the eye can absorb the message and move along the line.

And he relates readability with legibility that type must be legible to make it readable, but making type more legible doesn't necessarily increase readability. Many other things go into creating readable type.

The student realized that how much knowing readers very well could play a vital role for readability, legibility and clarity during in-depth interviews and focus group discussions conducted in the research period. Concerning to this Rahel, 29, who was working privately on editing and designing printed materials and had diploma in printing technology, stated the following suggestions:

It is very important for a magazine layout designer to know his reader and understand his/her taste. But when we come to in our case most of public relation magazines gave to us for this study did not please you to read since their poor qualities in design. The designers have forgotten to know their readers preferences. Because the strength of magazine begins with the fact that readers

have strong interests and needs, and these interests vary from reader to reader. They all made without the consideration of readers.

The colors that they chose, the photographs that they placed, the typography they play around with did not reflect their readers' taste. From my experience I knew that the successful graphics designers always conduct an analysis of a reader's behavior, preferences, audience profile etc. before starting to work on the design layout grid, to ensure final outcome as desirable to their clients but the opposite is true that face public relation magazines at all.

Different scholars assured that with equal to other factors, which contributes a magazine to be readable or not, a good headline also affects the readability of public relation magazines. Mesele, 46, a well known freelance journalist and anchor of Ethiopian Broadcasting Corporation and also publisher and owner of 'shigigr', an Amharic magazine, uttered the following opinion during an in-depth interview:

Headline is the most important element for a magazine layout design. It can be of various sizes, but should be set in a size bigger than the other text elements in the page. Before I write an article, I will always think about headlines in order to attract the attention of my readers.

So, I will worry so much when I see different public relation magazines that came out in different offices. I always upset when I think of the lost money, which were allocated to publish them every year. They were not striking and their design did not invite you to read. As I knew headline should be interesting, meaningful and compelling enough as it increases the chances of an article to be read. It sets the tone of the article for a reader and sometimes, also summarizes the entire article. Since the writers of public relation magazine did not care and ambitious to write

an eye catching headlines, the readability of such magazines became less time to time.

In addition to that Mesele confirmed that the whole magazines lack of uniformity. He stated in the following way:

Magazines attract readers when there will be uniformity. If you saw public relation magazines, they were not uniform starting from the beginning to the end. I can say with confidence that you can find different articles wrote in different font size as well as font type in one magazine. Besides they were not justified and also put words and images without proportional, again it led the readers to stop and forced them not to read the whole stories. This is all because of the writers did not give much attention to design.

The other problem, agreed and stand all participants together, was the issue on cover design. Mitiku strongly argued how much best cover design have value for readability and criticized the public relation magazines deficit in this ways:

It is highly important that the design and layout of your magazine stands out, and invites readers to pick it off the shelves and read it. On the contrary many public relation magazines cover invited you to throw away. They have poor quality designs. Look at those magazines cover which were brought here for this research purpose, they were not encourage you to read rather force you to throw. They were full of with unnecessary images with unattractive designs. What we left to recognize here is that half the effort to ensure high reading rate of your magazine is achieved by creating an appealing and exciting cover.

Magazine cover is an area that needs great planning and detailing, and you need to spend enough time to come up with that perfect cover that gets the

entire accolade. However the selection of cover in public relation magazines was not planned and it seems like that the writers forced to include irrelevant pictures for the sake of their bosses or gave very little attention to it.

Yonatan also described the reasons why good design and using quality images have significances in the process of readability comparing with that of public relation magazines as follows:

Visual content is a useful vehicle for your messaging. A photo can often mean difference between your articles being chosen for publication vs. them choosing your competitor's. A photo helps explain the story and can draw the eye of those scanning the page. It also gives editors more options when filling space. I got an opportunity to read different public relation magazines.

I have seen those using very low quality and unrelated pictures, which were not supporting the messages, and also finally created the opportunity of killing the whole content. In addition sometimes you will find unnecessary photos that are not matching with what the writer want to say.

Generally, the success of any magazine design relies on how easy it is for the readers to make sense of it and accomplish what they want to do. A large part of this is based on designing the magazine content to be readable, legible and very clear. Similarly, a magazine with great content will risk all its worth if it messes up its layout and aesthetics. As a designer, it should be taken keen interest in creating an appealing magazine that gives great reading and visual experience to its readers.

In order to add emphasis, it is better to make text bolder, an image larger or use a color brighter than the base. Design should always feel unified. The elements on the page must relate to one another through design elements such as color, shape, texture and so on. For example, if the

elements on the page feel like they were placed without purpose, then the design will feel scattered, and the audience will likely be confused about the tone of the message.

4.1.1.4. Poor Organizations and Structures of Public Relation Magazines' Content led to Difficulty in Readability

For the most part, articles use the same formula with just a little deviation. In most articles it will be found the standard pattern of a title, sometimes a subtitle is used but not always, a hook or a lead (1-3 paragraphs), a theme statement that indicates what the article is about (swing paragraph), the body of the article (this can include anecdotes, dialogue, scenes), transitional sentences within the body (needed to make the article transition smoothly between thoughts), facts (needed to ensure that the article stands its weight) and a conclusion (reason why article is written; many editors prefer that you have a wrap-up or wrap around conclusion).

The wrap around is where the writer points back to the title or to the hook. Structuring of an article has been found out influencing ease of readability. For example Fry and Sigman, cited in Stone, (1984) state that the way writers' structure articles influence readers' comprehension of news stories.

The Public Relation experts group has checked and proved that all the stories of public relations magazines did not have any defined or known writing style. They looked like a talk. The stories were not structured in a journalistic format. For example, putting the central points of hard news stories in the first sentence or paragraph has been a modern/traditional style of writing. In order to get readers' attention, Gunning, (1944) cited in Leiter et al, (2000:95) underlines that the first words, phrases, sentences and paragraphs are critical.

If public relation experts want to write information article for a magazine, they should have structured them very well. This will also help them to put their thoughts together in a logical manner and create an article that will have value, be of interest to readers and potentially encourage those with a particular interest to respond. In this regard, the participants mention that stories were not structured well. For this reason, it was difficult to understand each part of the story in particular and the whole story in general. Tadiyos, 40, MA in journalism and communication revealed this problem during in-depth interview as follows:

After all, the stories of all public relation magazines did not have any defined structure. They were shapeless. So, they were discouraging and difficult to understand. I get confused due to unrelated and packed ideas.

A well-organized text increases the chance that readers will understand the content. At the macro level, develop a full outline that maps out a logical plan for the content. The main topics in the outline can be used as the main headings in your text. Also, state the article's purpose and its bottom line early in the document that way readers know what to expect from it. A reader's time is important. Writers don't want to waste it. They put the most important concepts first, followed by content that's less important and then least important. (Writing and Testing Plain Language, cited in Model Systems Knowledge Translation Center's website)

According to this, all the participants indicated that they wanted the main points of the stories put in the first paragraph. In this regard, Tsion, 28, who was a teller at Commercial Bank of Ethiopia and had a BA Degree in Management, says:

I am a teller and my working makes me busy every day. So, I wake up early in the morning and reach my office before 8:00 AM. The only time I have to read is at night, after finishing the daily duties that will wait me in my home, and I want read

public relation magazines, which were brought to me by my husband, who is public relation expert at government office. So, I want to get the main theme of the stories and move to another as much as I possible. But the stories were not written as much as I wanted; it is too difficult to get the main point. I have to finish the whole text to understand what it is all about. But because of that, I get upset and stop reading.

Besides, Mengisteab, 34, who was senior public relation officer and had BA in Journalism, confirmed that in view of the fact that public relation magazines' articles were not structured very well, they became very difficult to be readable and says:

The structure of the stories are messed up and confusing. I always found them difficult to point out which ones were the main points and the sub-stories of the article. They were perplexing. They were difficult not only for hurried readers like me, but also for those who wanted read to the end.

Generally, the participants mentioned that the magazine stories were loaded by more unnecessary details and information than the wanted ones. They hardly get in most cases the information and the details that they wanted. In brief, the data showed that the ways the stories were put and lack of necessary and detail information had significant impact on all readers' interest to read the stories and understand them easily.

Another trouble that was recognized in public relation magazines during focused group discussions and in-depth interviews is problem on organization of contents, which are messed up or incoherent. All the readers raised content organization as another most significant influencing factor of readability that happened to all stories. It has been noted that a readable story is

characterize by its coherent organization of the articles. A well-written story is organized in a continuous and readable thread of points.

So, the stories need to be put organized in a readable structure. Readers want parts of the stories said in the right order without aimlessly digressed far from the main points (Hicks et al, 1999). Effective writing presents stories that flow logically from one paragraph to the next using good transitions that can move readers through the story with interest and easy understanding (Bowles and Borden, 2000).

Many writers suggested that a well organized article would take hold of the following step. In the first place in writing best article is to think of a headline that will get the attention of the target audience and give them a good reason to read on. Then briefly outline the subject explaining what it is. After explain why the subject you are writing about is likely to be important to your readers, show that you relate to and understand your readers' potential problems by outlining some of the issues that relate to your subject matter.

Deliver the important information in an easy to digest way and include a section that outlines your suggestions for solutions to the problems described. You may want to include a real life example of a situation that was solved by the information you provided and the action taken. Finally, finish by summarizing the main points and how your reader might want to use the information provided.

Thus, parts of a story should have been organized in such a way that readers can be hooked on stories and may continue reading beyond the opening part-the lead (Leiter, et al, 2000). To this effect, They, (1999) also point out that writers should carefully link each part to the other so that "the whole story proceeds in an interesting, informative and logical manner." They add "the body story should take the readers all through the details of the stories in logical progression, emphasizing the body stories in order to of their descending importance."

Regarding the need to coherent, stories, organization, Leiter, et al, (2000:93) underline: “If a story doesn’t induce the reader to proceed to the next part, then, the piece is dead.” In the interview, Yohannes, 27, reporter at Ethiopian Broadcasting Corporation, indicated dissatisfaction with the incoherent organization of the whole stories of public relation magazines.

There was little or no link between sentences and paragraphs every step you from one sentence to another. The problem was worse at paragraph level. It was discouraging. Each paragraph talked different ideas. They lacked continuation of thought. The writers rumbled the ideas. For this reason I could not answer if you asked me what each story was about.

In similar way, group participants who stopped reading government public relation magazines mentioned that the organizations of the stories were not interesting. They did not have relevant information put in readable manner. They put trash matters as they came to their minds. The stories were not written thoughtfully. Wondimsegegn, 49, who was IT Specialist and had MSC in Computer Science, stated that he stopped reading government public relation magazines some years before. One reason was the incoherent organization. He further says:

They put ideas like a child talk. Small children talk by mixing ideas. They raised many different ideas at a time. Those text writers of public relation magazines were almost the same. The writing of the stories all in were monotonous and confusing. Writers insert different ideas here and there.

What may be clear from the above data is that parts of the articles bodies should have been organized in coherence having a sense of unity, pace and rhythm so that readers may not be overwhelmed. In this regard Evans,(2000) indicates that readers lurch through the stories with no clear idea where they are going or what is going on if a text is packed with unrelated and

unnecessary details. The above data indicate that parts of the stories should have a sense of unity, pace and rhythm. This is because readers should not be overwhelmed by messed up and scrambling ideas.

Another important factor for a readable content of a text is that the stories need to be tight and fast paced. Thus, in order to have a clear and a precise article, writers should include only facts that are needed to make the story complete. This means every available bit of information about the news story should not be included. Concerning this, Leiter, et al, (2000) explain: “The effectiveness of the body story doesn’t depend on how much is included. Details alone don’t make for good reading. A writer doesn’t have to dump all of that into the story as if emptying the dust bag.” All participants indicated that the stories were full of unnecessary information/details. Some members of the public relation experts group indicated that half at least could reduce all the stories they read. For example, Ashebir says:

I have attempted to edit on story from each public relations magazines. I took out words, sentences and paragraphs that had unnecessary, different and repeated ideas. So, I could shorten them by more than a half. This indicates that the writers lacked precise writing.

4.1.2.Reader’s Factors

Reading is not crucial for a person’s self- cultivation, but also an important way for people to mould themselves, perfect their characters elevate their minds and gain wisdom. In terms of learning and education, the ability of reading is so important because it is a key step of improving the ability of language.

The strength of magazines begins with the fact that people have strong interests and needs, and these interests vary from person to person. Even among those interested in a particular

broad subject area there are distinctions between people in terms of the nature of their interest in the subject. These distinctions are much less obvious than those between broad subject areas. The magazine medium's essential strength lies in the active way in which readers choose and use their magazines. Thus magazines are an active medium, with the reader in control. Since different categories of magazine fulfill different needs they work in different ways, which are well adapted to their readers' requirements. Similarly, within categories there are vital distinctions of character between individual titles, giving each title its own unique positioning. (Writing for Magazines)

Readers become deeply engaged with their magazines. As a result a strong relationship, a bond of trust, grows up between the reader and his other chosen magazines. Reading a favorite magazine is like talking with a friend. A reader's identification with an engaging magazine can go well beyond the simple provision of information and ideas. When a magazine strikes a chord it can reinforce the reader's own self-image. This creates a particularly powerful and trusting relationship (Consterdine, 2005).

Language can be very well written and very plain and yet written at the wrong reading level. Writers can never know too much about how people read. As each person grows up and proceeds through life, they achieve different levels of reading skill, depending on their education and reading practices. Their level of education often has little to do with the readers' level of reading skills.

McLaughlin, (1969) defines readability as: "the degree to which a given class of people find certain reading matter compelling and comprehensible." This definition stresses the interaction between the text and readers of known levels of skill, knowledge, motivation and interest. Numerous studies show that easier reading improves: Comprehension, Retention, Reading speed and Persistence (or perseverance). There are two contributors to easy reading, the reader and

the text. Those features of the reader that make reading easy are: Prior knowledge, Reading skill, Interest and Motivation.

As McLaughlin, (1969) has stated that the writing and the reader determine reading ease. In the same way according to readability expert DuBay, (2004) in Smart Language, two elements contribute to reading ease, the reader and the writing. Like that of McLaughlin, DuBay also stated reader traits that affect readability include: Reading skills, Prior knowledge, Interest and Motivation. Easier writing, DuBay writes, can compensate for these issues.

The focus group discussions and the in-depth individual interviews conducted showed that reading skills, prior knowledge, interest and motivation of the readers were also contributed a significance role to the poor readability of public relation magazines. Many readers of public relation magazine had registered difficulties on comprehending text. Terefe, 25, who was a photographer, at government office and had a diploma in electricity and photographing, says:

Some of the Public relation magazines' articles, which were given to us to read, were too difficult to comprehend since the writers did not write according to the reading level of mine or the reading material was written beyond my current independent reading skill level.

Likewise Alemnesh, 31, who had Diploma in Secretary and Office management and was government employee, had approved Terefe's opinion by saying:

I got also difficulty in understanding what they wrote in their magazines like Terefe faced. In addition to that of beyond reading skill level, whether I might have a limited previous knowledge about what was written or not, many texts of public relation magazines would be puzzle for me rather than getting new information from them. So, I stopped reading such magazines because of they were nothing for me except wasting my time.

Some of the participants in in-depth interview raised limited vocabulary knowledge and not aware of how the reading material is structured as in the elements of story structure, the organization of the public relation magazines, or the characteristics of the genre of literature being read. For example, Haileyesus, 29, journalist at Fana Broadcasting Corporate, gave his reflection on difficulties in reading as follows:

I tried to read most of the articles of public relation magazines that were given to us to analyze. In many cases, the meaning of sentences and passages may become lost as I struggled with the mechanics of reading. This leads me to difficulty on remembering what I was read. Besides I faced difficulty determining what information is important in written passages.

Another poor readability factors registered during focus group discussions and in-depth interviews were lack of reading interests and motivations. Ashebir revealed the reason why readers lack of interests and not motivated to read public relation magazines in the following way:

As we know a magazine article is a piece of nonfiction writing targeted for a specific interest group and readers are primarily interested in what you have to say. Most of the readers in Ethiopia have lack of interest in reading, particularly reading materials like newspaper and magazines. This is because first our poor reading culture was the main factor.

When we grew, most of our families did not encourage us to read and besides there were no libraries as much as wanted and there were also no books with abundantly. We might not grow with well- educated families, and hence they ignored the significance of reading and learning. Most of the time families are too busy to care about this issue as a result they may have never bought any reading

materials like other countries did for their children. Our laziness, language ability and health factor affects our reading interest too.

Difficulty will result from any mismatch between the reader and the text. This may be at many levels: in the content (for example, complex decisions involving risk assessments), in the expression (difficult words and complex explanations) or in the reader's motivation.

On the basis of this Berhanu uttered that the writers' problems forced the readers not to read the public relation magazines or it has never encouraged readers just as follows:

Most public relation magazine producers writing style did not motivate you to read their magazines. Long sentences, difficult words, coherence and design layout problem including other factors make the reader not to read the magazines. So, in order to attract many readers, we have to make the first paragraph to be a creative beginning which captures the reader's interest and hence it must be motivating the readers.

He added his own suggestion about these issues on the following way:

Another problem of writers not to motivate readers in their texts is difficulty in knowing the interest of readers. For example, as we knew when we write feature stories, we have to consider our readers since they are articles that have human-interest and focus on particular people, places and events. So, after reviewing the articles you should have a pretty good idea of the sex, age, occupation, income, education, and lifestyle of the reader.

It also increases your chances of being accepted when you do submit. Because you are submitting to magazines that accept your topics and you will write that article in their style, tone and slant. However, this would be opposite when we came back to public relation magazines if we analyzed them genuinely."

To conclude, according to the data obtained from the two strategies of data collection, the writers and readers factors indicated above have significant influence on readability of public relation magazines in common and partially. Concept difficulty, idea flow and density problem, word difficulties and unfamiliarity, unnecessary repetition, spelling errors and irrelevance and inappropriateness; sentence length (either too long or short), ungrammatical, irrelevance and redundant sentence usage; confusing stories structure and missing of required information/details; incoherent contents organization and impreciseness of the whole text writings are the factors that mostly affect readers' easy reading and understanding of public relation magazine stories.

The data could also indicate that the reader factors such as, low in reading skills, problem on prior knowledge, lackof interests and motivations were potential factors of text readability.

CHAPTER FIVE

5. CONCLUSION

This study presents insight into public relations magazines' texts readability by investigating public relation officers or journalists, graphics designers, owners of printing houses and above all readers' viewpoints/perceptions. In order to examine readers' perception/viewpoints, the study hypothesized that text readability is subject to readers' perspective. Language structure and usage, stories structure and contents organization have influence on readers' easy reading and efficient comprehension.

To test the hypotheses, four research questions that are written in Chapter one were addressed. Participants were asked to give their overall views/experiences on the readability of the public relations magazines' stories they read. The research addresses readability factors, from two points of views. That is from writers and readers points of views.

From writer's factors, concept difficulty, idea flow and idea density, word difficulty, inappropriate word usages, word unfamiliarity, spelling errors, sentence structure and usage problems counted for readability problem. Moreover, troubles on designing content encountered for readability, legibility and clarity problems and poor organization and structure of public relation magazines' content led to difficulty in readability. From reader's factors, reading skills problem, be deficient in prior knowledge, lack of interests and motivations are the main problems for readability of public relation magazines.

In order to explore readers' point of views and experiences on the issues of themagazines' stories writing that had potential effect on the texts readability; the qualitative research strategy has been employed. Thus, the researcher used in-depth interviews and focus group discussions for the data collection technique of this study. As it is indicated in Chapter three of this study, these techniques allow the researcher to understand that magazine texts readability need to be examined on the writers' as well as readers' perspectives. The researcher has framed the study's discussion on the theories of readability and modern magazine journalism text writing trend. In addition, the theoretical frame wok of this study basis on both readers' response and use and gratification theories.

With the substantial evidence gathered in the investigation almost all the findings supported nearly the entire hypotheses. Accordingly, the researcher has investigated that concept difficulties, idea flow and density, the language usage and construction (word and sentence usage and construction); stories structuring, and magazine contents organization had significantly influenced readers' easy reading and understanding of the magazine's stories that they read at different level of difficulty. The research findings highlight that inappropriate, unnecessary and repetitive word usage; loaded, unrelated sentence combination, unnecessary and repetitive sentence usage; undefined and messed up content structure and lack of necessary/relevant details/information, and incoherent contents organizations significantly affected all the readers' easy reading and understanding of the magazine's stories they read.

Furthermore, the results of the specific questions asked for each theme show that concept difficulty, idea flow and density, content design, reading skills and purpose of reading, previous knowledge, reading interests and motivations are notable influencing factors for most readers understudy. So, the researcher recommend other investigators to conduct further studies

concerning on content design in particular or the whole magazine design in general and the reader factors, which also affect the readability of public relation magazines as much as writer factors.

In general, the overall data confirm that the premises that concept difficulty, idea flow and density problem, word difficulties and unfamiliarity, unnecessary repetition, spelling errors and irrelevance and inappropriateness; sentence length (either too long or short), ungrammatical, irrelevance and redundant sentence usage; confusing stories structure and missing of required information/details; incoherent contents organization and impreciseness of the whole stories writing are the factors that mostly affect readers' easy reading and understanding of the magazine stories readers' perspectives have relations with text readability.

In sum, it seemed that most of the magazine stories were hard to read and understand probably the magazine writers were not adhering to the principles of the conventional writing styles: using shorter sentences, reducing jargon, acronyms, and "insider" words using active voice, writing clear concept and understand the reading level of the audiences, keeping idea flow were not applied. The researcher has, therefore, understood that the assumptions that writers should write a magazine text that the general readers can easily and quickly read and comprehend was not applied. The results proved that readers want readable stories.

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APPENDIX I

1. Interview Guide for the In-Depth Interviewees

1. The researcher introduced him and told the interviewee the aim of his coming to the interviewee.
2. The researcher explained the purpose of the interview; about what was the interview, and asked the interviewees' cooperation for the interview
3. Would you introduce yourself? (Name, age education level and occupation)
4. How did you find the readability of government public relation magazines which were published by government communicators? In other words, were they difficult or easy to read?
 5. What makes a text complex and what make readers attract to read magazines?
 6. Why is it harder for readers to read some Public Relation magazines than others?
 7. How are we to help readers select texts that will challenge them without frustrating them?
 8. Can we affirm that the type of texts that were used by the communicators in their government magazines would increase the reading achievement of the readers most effectively?
 9. Is it possible to say that the kind of design and writing style of the magazines make the readers to prefer Public Relation magazines as just one of their favorite reading materials?
If yes or no, why?

A/ Questions on Word and Sentence Construction and Usage Issues

1. Were there word construction and usage problems that affected your easy reading and understanding of the messages presented on the magazines?
2. What were the problems in word construction and usage?
3. Were there ungrammatical words (word errors) that affected your easy reading?

4. Were there inappropriate word usages that affected your reading?
5. Were there unfamiliar words, which you did not know?
6. Were there irrelevant /unnecessary words used that affected your reading?
7. Were the words used able to catch you emotions in describing what the writer want to send out messages to his readers?
8. Were there any issues not raised in this interview that you would like to mention?
9. Were there sentence construction and usage problems that affected your easy reading and understanding of the stories?
10. What were the problems in sentence construction and usage?

The following questions are asked if the respondents didn't mention.

11. Were there ungrammatical sentence (sentence construction errors) that affected your easy reading?
12. Were there sentences that had unnecessary/irrelevant details and thereby affected your ease of reading?
13. Did the lengths of the sentences affect your easy reading and understanding?
14. Were there sentences that are not direct /focused and thereby affected your ease of reading?
15. Were there any issues not raised in this interview that you would like to mention?

B/ Questions on Content Structure

1. What is your view on the structuring of magazine's stories?
2. Did how the stories are structured affect your reading?
3. Do you want the main points of the news stories put at the very beginning of the stories and other parts of the stories follow the gist of the stories in order of their importance? If not, which way you want the stories be formed?
4. Were there enough details/ necessary information that are left untold that you needed?

D/ Questions on organization of the news stories contents

1. Was how public relation magazine's stories contents organized easy or difficult to read and understand?
2. Was each part of the story linked in coherence?
3. Were there unnecessary ideas that didn't have to do with the stories?

Thank you very much for your cooperation and time.

2. Interview guide for the focus group discussion

1. The researcher introduced him and told the members of focus groups his aim of organizing the focus group.
2. The researcher explained the purpose of the focus group discussion, and about what was the subject of the focus group discussion, and thanks the members for their cooperation for the discussion.
3. Would you introduce yourself to the group? (Name, age education level and occupation)
4. How did you find the readability of public relation magazine's stories you read? In other words, were they difficult or easy to read and understand the stories?
5. What factors were the most important problems that challenged your easy reading and understanding of the stories? (This is asked if the members said 'difficult' to question 4 above. If they say easy they will be asked why they are easy.)

A/ Questions on word construction and usage issues

6. Were there word construction and usage problems that affect your easy reading and understanding of the stories?
7. What were the problems in word construction and usage?

The following questions were asked if the respondents didn't mention.

8. Were there ungrammatical words (word errors) that affected your easy reading?

9. Were there inappropriate word usages that affected your reading?
10. Were there unfamiliar words, which you did not know?
11. Were there irrelevant /unnecessary words used that affected your reading?
12. Were the words used able to catch you emotions in describing the sport events?
13. Were there any issues not raised in this interview that you would like to mention?

B/ Questions on sentence construction and usage issues

1. Were there sentence construction and usage problems that affected your easy reading and understanding of the stories?

2. What were the problems in sentence construction and usage?

The following questions are asked if the respondents didn't mention.

3. Were there ungrammatical sentence (sentence construction errors) that affected your easy reading?

4. Were there sentences that had unnecessary/irrelevant details and thereby affected your ease of reading?

5. Did the lengths of the sentences affect your easy reading and understanding?

6. Were there sentences that were not direct /focused and thereby affected your ease of reading?

7. Were there any issues not raised in this interview that you would like to mention?

C/ Questions on Content Structure

1. What is your view on the structuring of the stories?

2. Did how the stories were structured affect your reading?

3. Do you want the main points of the stories put at the very beginning of the stories and other parts of the stories follow the gist of the stories in order of their importance? If not, which way you want the stories be formed?

4. Were there enough details/ necessary information that are left untold that you needed?

D/ Questions on Organization of the Stories Contents

1. Was how the stories contents organized easy or difficult to read and understand?
2. Was each part of the story linked in coherence?
3. Were there unnecessary ideas that didn't have to do with the stories?
4. Was there enough details/ information that is left untold that you needed?
5. Were the stories writing interesting/ enticing?

E/ General Question Asked both FGD and IDI participants

1. When and where do you read the magazine? Why?
2. Do you discuss about what you read in the magazines? If yes, with whom? If no, why?
3. What comes first to your mind when you think of *GOVERNMENT PR MAGAZINES*?
4. What are the distinct features of the magazine (if any), which make it particularly relevant to readers?
5. Speaking of front cover portraits (pictures) of women, how do you view the portrayal (of women) in the magazine?
6. How are your needs met in the pages particularly made for female readers?
7. What do these pages lack to meet your demands as female readers if they do?

APPENDIX II

የመንግሥት ባለበጀት መሥሪያ ቤቶች በህዝብ ገንዘብ ቅንጡ ተሽከርካሪዎችን እንዳይገዙ፣ ድል ያለ ድግስ እንዳይደግሱና ወጪያቸውን እንዲቆጥቡ የሚያደርግ መመሪያ ተላለፈላቸው።

መመሪያውን ያወጣው የሚኒስትሮች ምክር ቤት ሲሆን መመሪያውን ያስተላለፈው ደግሞ የገንዘብና ኢኮኖሚ ትብብር ሚኒስቴር ነው።

የህዝብ ግንኙነትና የኮሙኒኬሽን ዳይሬክተሩ አቶ ሃጂ ኢብሳ እንደነገሩን ከተያዘው ወር መጀመሪያ አንስቶ ተግባራዊ ይሆናል በተባለው መመሪያ መሠረት የባለ በጀት መሥሪያ ቤቶቹ ከዚህ በኋላ የቀን መቁጠሪያ ካላንደር፣ አጀንዳ፣ መፅሔቶችን፣ የደስታ መግለጫ ካርዶችን ጨምሮ አላስፈላጊ ናቸው የተባሉ ሕትመቶችን ማሳተም አይችሉም።

ከዚህ ቀደም አንዳንድ የመንግሥት ባለሥልጣናት በውጭ ምንዛሬ እጅግ የተሞላቀቀ አጀንዳ በግል ስማቸው ሁሉ ያሳትሙ ነበር ያሉት አቶ ሃጂ ከእንግዲህ ግን እንዲህ ያለው ቅብጦት አይታሰብም ነው ያሉት።

ከመንግሥት ከፍተኛ ኃላፊዎችና የሌሎች ተቋማት ኃላፊዎች በቀር የሞባይል ካርድ ገዝቶ መሙላት የተከለከለ ሲሆን ለመካከለኛ አመራሮችና ሠራተኞችም በመደበኛ የመሥመር ስልክ በተመጣጣኝ ወጪ ይጠቀሙ ተብሏል።

የውጭ ሀገር ጉዞም የሚፈቀደው በጠቅላይ ሚኒስትር ጽህፈት ቤት ታይቶ ሲፀድቅ ብቻ ነው ያለው መመሪያው ከዚህ ውጭ በመካከለኛ አመራርና ባለሞያዎች ደረጃ የሚደረጉ የውጭ ሀገር ጉዞዎች የውጭ ጉዞውን ሊያስገኝ የሚችለውን ጠቀሜታ በአግባቡ መገምገም የትራንስፖርትና የውሎ አበል ወጪን መቀነስም ያስፈልጋል ተብሏል።

ባለ በጀት መሥሪያ ቤቶች አዲስ ቢሮ መከራየት አይችሉም ሲል መመሪያው ከፈለገልኝ።

ከዚህ ቀደም ተከራይተው ከፍተኛ ወጪ እየከፈሉ ያሉ መሥሪያ ቤቶችም ቢሆኑ ወጪው የሚቀንስበትን መንገድ መፈለግ እንዳለባቸውም በመመሪያው ተደንግጓል ብለዋል።

መመሪያው ከአዲስ ሠራተኛ ቅጥር ጋር ተያይዞ የሚያስፈልገውን ቋሚ የዕቃ ግዢ ካልሆነ በቀር የቋሚ ዕቃ ግዢ ማከናወንም ክልክል ነው ብሏል።

በተጨማሪም ከባለድርሻ አካላት ጋር ለሚደረጉ ስብሰባዎች ቦርሳ፣ ቲሸርት፣ ካኒቴራ፣ ኮፊያ፣ ሻርፕ፣ የባህል ልብሶችን መግዛት አይቻልም ተብሏል።

(ዮሐንስየጊላወርቅ) ShegerFm 05/12/09

APPENDIX III

1. Homogenous FGD

1.1. Public relation experts or journalists

No.	Name	Age	Education level	Field of Study or Profession	Year of experience	Current Position
1	Mohammed Hassen	31	MA	English Language and Literature	10 years	Senior Corporate Communication expert
2	Berhanu W/Yohannes	45	BA and MA	Linguistics and Sociology	18 years	Senior Sociologist
3	Haji Ibsa	52	BA	Theatrical Arts	28 years	Public Relation and International Communication Director
4	Ashebir Getnet	41	BA	Ethiopian Languages and Literature	16 years	Public Relation and International Communication Director
5	Abiyu Tadesse	39	2 nd year MA	Journalism and Communication	16 years	Senior Publication Producer
6	Solomon G/Medehin	36	2 nd year MA	Journalism and Communication	10 years	Senior Communication Officer

N.B. The researcher purposefully involved the professionals for they have experiences on publishing Public Relation magazines during their career working as public relation and communication experts. So, they could evaluate the content, style, design and structure of public relation magazines given to them.

1.2. Graphics Designer

No.	Name	Age	Education level	Field of Study or Profession	Year of experience	Current
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1	Mitiku Yalew	40	Diploma and 2 nd year BSC student	Audio- visual and second year and Computer science	12 years	Senior expert
2	Yonatan Tesfaye	26	Certificate and 2 nd year Diploma student	Photography and IT	5 years	Junior Audi
3	Mekdes Teferi	41	Diploma and long term training	Computer Science and Adobe photo shop CS6 and in design software	15	graphics des
4	Abdulaziz Ansar	33	MA	computer science	9	Senior Web
5	Yohannes Ashenafi	45	Diploma and long term training	editing and Adobe Photoshop CS6 and in design software	14	senior graph
6	Rahel Telelew	29	Diploma	Printing Technology	8	working editing and printed mate

N.B. Those of who participated in the following groups were similar in that they were either public relation officers in profession and taking short term training on Designing or Audio Visual experts and Computer Science professionals who took long term training on graphics and designing.

1.3. Owners of Printing Press

No.	Name	Age	Educational level	Field of Study or Profession	Year of experience	Current Position
1	Hiwot Abebe	32	BA	Journalism and Communication	11 years	manager and owner of Su Printing and Advertisement
2	Helen Solomon	49	BA	Management	26 years	Manager and Owner of Eth-Ca Printing Enterprise
3	Dawit Ketema	35	BA	Accounting	7	Owner of Dev Printing and Advertising
4	Ayalsew Berhane	38	BA	Economics	14	Head of Ethiopian Printing Houses Association

N.B. Even though the researcher could not find these informants as much as wanted, he persuaded four of them that were working and be intimate friend with him for many years as a customer.

1.4. Readers of Public relations Magazines

No	Name	Age	Educational level	Field of Study or Profession	Year of experience	Current Position
1	Basha Endale Haile	52	12 th grade	Trained in military science	34 years	Head of security guard
2	Fekadu Getnet	41	MA	Environment and Land Secure	15 years	Senior Environmental
3	Tirsit Kebede	22	12 th grade	-	4 years	Messenger
4	Tsion Girma	28	BA	Management	6 years	Teller
5	Wondimsigegn Yitagesu	49	MSC	Computer Science	26 years	IT Specialist
6	Zeweditu Shigute	42	Diploma	Accounting	18 years	Store keeper

N.B. The above group consists of the following members who had different demography. They are similar in that they dropped out public relation magazines reading being dissatisfied by the writing style, content selection, design and structure or coherent organization of public relation magazines. Members of this group were asked why they indisposed and stopped reading public relation magazines in addition to other questions asked for all participants.

2. The Heterogeneous FGD (Two heterogeneous groups were used which consisted the following participations)

Members of the 1st Heterogeneous FGD

No.	Name	Age	Educatio n level	Field of Study or Profession	Year of experience	Current P
1	Dawit Zelalem	46	MA	Geology	17 years	Senior Geolog
2	Demssie Shiferaw	43	Diploma	Automative	16 years	Chief Mechan
3	Alemnesh Alemu	31	Diploma	Secretery and office management	9 years	Executive Seco
4	Mengisteab Girma	34	BA	Journalism and Communication	7 years	Senior Relations Offi
5	Sisayw Tekle	25	BA	Computer Science	3 years	Computer tech
6	Samuel Tekeste	32	Diploma	Auto mechanics	9 years	Driver

Members of the 2nd Heterogeneous FGD

No.	Name	Age	Education level	Field of Study or Profession	Year of experience	Current Position
1	Dereje Tasew	44	BA	Law	18 years	Solicitor
2	Selamawit Kassahun	26	Diploma and 3 rd year BA student	Accounting	3 years	Clerk
3	Aynalem Sisay	51	BA and studying for her MA	Accountant and Project Management	28 years	Purchasing and Logistics Team Lead
4	Terefe Abebaw	25	Diploma and Certificate	Electricity and photography	3	photographer
5	Selam Gebeyehu	27	BSC	Civil Engineering	3 years	Engineer
6	Lemlem Gebre	18	10 th Grade	-	1 years	Janitor

N.B. The ages of members of the homogenous and heterogeneous groups in general ranges from ages 18 to 52. The results of each forms of group are compared to determine if there are different or similar results.

APPENDIX IV

Names of the Sixteen Selected Federal Government Offices and the kind of Magazines Used for the Study

No	Name of the Offices	Title of the Magazine	Languages	Editions Period/ Per Year	Remark
1	Ministry of Transport	Transport Statistical Bulletin	Amharic and English (Bilingual)	Once a year	
2	Ministry of Agriculture	'Giberina'	Amharic (Monolingual)	Once a year	
3	Ministry of Health	'Tenachin'	Amharic (Monolingual)	Twice a year	
4	Ministry of Education	'Ke Timihirt Alem'	Amharic (Monolingual)	Once a year	
5	Ministry of Mines, Petroleum and Natural Gas	'Maedin ena Enerjy'	Amharic (Monolingual)	Once a year	
6	Ministry of Water and Energy	'Weha'	Amharic and English (Bilingual)	Once a year	
7	Ministry of Trade	'Nigid'	Amharic (Monolingual)	Once a year	
8	Ministry of Industry	'Endestry'	Amharic (Monolingual)	Once a year	
9	Ministry of Finance and Economic Development	Finance and Economic	Amharic and English (Bilingual)	Once a year	
10	Ministry of Labor & Social Affairs	'Mahiberawi Wasetena'	Amharic (Monolingual)	Once a year	
11	Ministry of Justice	'Fitih'	Amharic (Monolingual)	Once a year	
12	Ministry of	'Konstrakshin	Amharic	Once a	

	Construction	ene Ketema lemat'	(Monolingual)	year	
13	Ministry of Culture and Tourism	'Turizm ena Bahil'	Amharic (Monolingual)	Once a year	
14	Ethiopia Ministry of Women's, Children and Youth Affairs	'Hitsanatina wetatoch'	Amharic (Monolingual)	Once a year	
15	Ministry of Science and Technology	Tech - Science	Amharic and English (Bilingual)	Once a year	
16	Ministry of Public Enterprises	'Zena Meledemi'	Amharic (Monolingual)	Twice a year	

N.B. Three consecutive editions of magazines of each office had been collected and distributed to the participants in both techniques.