ETHIOPIAN JOURNAL OF LANGUAGE, CULTURE AND COMMUNICATION

ISSN: 2518-2919

FACULTY OF HUMANITIES, BAHIR DAR UNIVERSITY,
BAHIR DAR, ETHIOPIA

Ethiopian Journal of Language, Culture and Communication

Volume 9 Number 1 June 2024

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ISSN: 2518-2919

Ethiopian Journal of Language, Culture and Communication

VOLUME 9 Number 1

June 2024

EJLCC

Ethiopian Journal of Language, Culture and Communication

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Ethiop.j.lang.cult.commun.2024, 9(1): 1-39
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ISSN: 2518-2919
https://doi.org/10.20372/ejlcc.v9i1.1721

Original Research

Communication practices of agricultural extension: the case of north Wollo zone

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Abstract

This qualitative study method aimed to assess agricultural extension communication practices and the use of agricultural information from the extension service and to identify the influencing factors in three Lalibela kebeles. A purposeful sampling technique was used to select the samples for the study. To this end, expressive data were collected through in-depth interviews, observation, and document analysis from farmers, development agents (DAs), and communication workers (CWs). In-depth interviews and observation sessions were conducted with 18 farmers, 4 DAs, 2 extension workers, and 2 communication workers. The findings from the thematic analysis employed revealed that the agricultural communication practices in the study area were generally low. The use of electronic and print media, in addition to interpersonal and group communication means, is also limited. Although farmers receive agricultural messages through interpersonal communication methods from extension workers, model farmers' concept/demonstration sites, village meetings, and field days, agricultural productivity still fails to achieve the desired goals. As the research result showed, farmers receive messages from electronic media such as radio and print media such as flyers. Communication approaches, on the other hand, were top-down, in which programs or texts were shaped by communication workers with little involvement from farmers, agricultural extension workers, and DAs. In conclusion, for communications, whether print, electronic, or interpersonal, to play a critical role in communicating agricultural messages to the farmers and preventing agricultural development problems thereof, it needs to consider and integrate agricultural extension communication means.

Key words: agricultural, extensions, communication

Citation: Asefachew Eshetie and Adem Chanie. (2024). Communication practices of agricultural extension: the case of north Wollo zone. *Ethiopian Journal of Language, Culture and Communication, 9*(1).1-39.https://doi.org/10.20372/ejlcc.v9i1.1721

Submitted: February 2024 | *Revised: May 2024* | *Acceptted: June 2024*

1. Introduction

1.1. Background of the study

The core of Ethiopia's economy is agriculture. Sixty-nine percent of the 113 million hectares of land are deemed suitable for agriculture and the cultivation of crops and cattle. Merely 17% of its agriculturally suitable land, or 14 million hectares, are farmed, and the farming system is dependent on rainfall; currently, just 1% of arable land is irrigated. Ethiopia's agricultural industry is therefore susceptible to the effects of climate change, including dry periods and droughts. The nation's land degradation is mostly caused by inappropriate land use, inadequate land management techniques, population pressure, excessive grazing, deforestation, and the use of manure and crop wastes as fuel in rural regions. A few more things that make these worse are a lack of sufficient inputs, unstable land tenure, and poor agricultural extension and research services (FDRE, 2012; Yigezu, 2021).

Without farmers being able to use their land effectively, it is impossible to ensure agricultural development at the right rate and on a sustainable basis. Thus, ensuring that land is available to those who can and want to live off of agriculture is essential and a positive step toward the responsible use of land resources. It is anticipated that prudent management of our natural resources will enhance agricultural output and promote sustainable development (FDRE/MOFED, 2012). However, a lot of lone small-scale farmers frequently lack the resources and abilities to organize, demand, or pay for the communication and information access services they require for growth (Getahun, 2020). The ability to use ICTs, particularly new media, and the corresponding degree of education are frequently low. Rural populations' ability to self-organize makes it possible to set up and distribute information and knowledge services more effectively, which in turn makes it easier for key stakeholders to communicate with one another (Castello & Braun, 2006).

Ethiopia's various sector programs see a decline in the budget allocated to the agricultural sector. The primary purposes of the funding need are agricultural research, the implementation of the extension package program, and the provision of improved inputs (technology) that the beneficiaries are unable to pay for. The cost includes integrated farm water collection, credit services, extension communication, media development, conservation of natural resources, and agricultural technical and vocational training, in addition to the continuing extension program (Research Institute (IFPRI),

2018). Additionally, according to the experts, the advancement of agricultural production takes into account the application and usage of new discoveries and information (Nikolic & Arsenijevi, 2020).

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The Ethiopian government is still working to establish favorable conditions that would attract international investors and the private sector to engage in agricultural production. According to FDRE/MOFED (2012), these initiatives are expected to increase competition in the market for fertilizers, better seed, and other inputs, leading to a steady supply and competitive prices that can help boost output improvements in terms of both quality and quantity. However, very little is done to educate farmers about new agricultural methods, and the problem of traditional thinking still exists (Teshome, 2006). Like in other parts of Ethiopia, these are significant issues facing farmers in the research area.

In order to prevent farmers from experiencing food insecurity as a result of inappropriate land use and management, responsible agencies need to communicate about the root cause of the issue. However, in developing nations, there is still a severe lack of information and communication available to farmers. According to Teshale et al. (2023), the network, people, and infrastructure are not adequately developed, utilized, or managed.

This study attempted to investigate how development communication was used for agricultural extension in Lalibela, which is located in the Amhara Region, taking into account the aforementioned issues that farmers encountered. The benefits of effective communication for agricultural and other rural development areas, such as forestry, environment, and nutrition, have been extensively researched by FAO. As a result, the role of communication has changed from being one-way (top-down message

transfer from extension agents to farmers) to a social process that begins with farmers and unites both groups in a two-way exchange of information among communication equals (Servaes, 2008).

Despite the fact that not enough crops can be grown on the soil, many people in this research region make a living by plowing their farms during the area's pleasant weather. This environment's land is severely eroded, and water loses the top soil that is essential for agriculture (Tibebu, 2011). Despite Lalibela's woyina dega (mild) climate, farmers are extremely susceptible to food insecurity since they are not well-versed in modern technology. For this reason, this research will concentrate on agricultural communication strategies.

Farmers must be aware of their deteriorating environment in order to apply various agricultural extension options since they are susceptible to food insecurity. However, the success of sustainable agricultural development depends more on the individuals using the inputs than it does on the materials (such as fertilizer and seeds). This emphasis on human resources necessitates better knowledge and information exchange on agricultural output in addition to the use of suitable communication channels, technologies, and approaches (Castello & Braun, 2006).Thus, the goal of this study was to investigate Lalibela woreda's agricultural extension communication strategies.

1.2. Statement of the problem

Farmers frequently adopt new agricultural technologies extremely slowly and research is not focused on the requirements of farmers when there are weak connections between advisory services and research. Low agricultural production has been attributed in numerous countries. Low agricultural productivity can be attributed to a number of reasons, including inadequate communication systems, bad methodology, ineffective technology delivery systems, poor information packaging, and poor links between farmers and research-advisory services (Getahun, 2020). Ponniah et al. (2008) also highlighted the fact that food and agricultural innovation systems in developing nations face novel and more complicated difficulties in a world that is changing quickly. Combating poverty, guaranteeing food and nutrition security, and safeguarding the environment continue to be significant obstacles for those working in global development today.

Thus, since the early 1970s, Ethiopia, a developing nation, has had a food shortfall. Upon closer examination, Ethiopian agriculture has not been able

to produce enough food during the past three decades to sustain the nation's fast expanding population (Jilito & Wedajo, 2021). Even worse, the nation has often suffered from droughts that have taken thousands of lives. It should be mentioned that a sizeable amount of the nation's whole food supply has come from food aid. For instance, between 1985 and 2000, Ethiopia received 726,640 metric tons of food aid annually (Debebe & Zekarias, 2020).

According to Matebu (2006), citing FAO/GTZ (2005), insufficient communication throughout the Research-Extension-Farmers continuum, including inappropriate information packaging and a lack of communication systems, has contributed to the inefficiency of agricultural development in many countries.

This can serve as a concrete illustration for Ethiopia, where the majority of farmers training centers (FTC) lack access to electricity, DVD players, televisions, and other cutting-edge teaching tools including laptops, screens, and overhead projectors. Furthermore, according to Wordofa and Sassi (2017), FTCs do not provide farmers with any independent training materials, manuals, or learning resources.

Despite the fact that the soil is no longer fertile enough to produce enough crops, Lalibela's farmers still rely on agriculture. The farm needs fresh inputs for agricultural extension as well as more fertilizers. However, there is a dearth of extension programs designed to educate farmers about the use of new technology in agriculture, and farmers are not employing contemporary seeds, fertilizers, pesticides, or anti-weed products. Farmers in this region were consequently unable to secure their food.

Ethiopia has been the focus of numerous research projects aimed at solving the issue of agricultural productivity. However, farmers did not share or effectively employ these investigations. Weir and Knight (2000), for instance, contended that farmers need education to embrace agricultural innovation; nonetheless, Ethiopian farmers continue to rely on their customary farming practices. Ethiopian agricultural extension began in 1931 and underwent a number of ways, as Kassa (2003) and Berhanu et al. (2006) have noted. However, there were insufficient communication strategies to integrate farmers and agricultural researchers. While these and other studies on agricultural extension in Ethiopia have focused on the inadequacy and low acceptability of communication research linked to agricultural production and productivity, none have focused as much on the issue of low capacity experts and development agents, low morale and high

turnover of extension staff, and lack of operational budget and facilities. The agricultural extensions approach is intended to implement transfer of improved technologies, knowledge, skills development, and the provision of other institutional support services via Farmers' Training Centers. This study aims to investigate agricultural extension communication methods in Lalibela woreda utilizing the fundamentals of diffusion of innovation and participatory communication methodologies, in light of the paucity of research on the subject.

This study's primary goal is to investigate the communication strategies utilized in agricultural extension in Lalibela, with a focus on the following specific research questions: how are messages about agricultural extension targeted to farmers? What communication strategies are employed by DAs, or agricultural extension workers? How can farmers discuss new technology for agricultural extension with one another? Describe the extent to which farmers rely on agricultural messaging from DAs and extension workers to apply new agricultural extension inputs; identify any communication gaps between DAs, farmers, and extension workers.

2. Theoretical frameworks

The primary theories employed in this research are the diffusion of innovation and participatory communication, which were selected based on their respective roles and attributes in agricultural extension communication strategies.

Participation is crucial in any development decision-making process because it fosters knowledge and information sharing as well as the development of trust, dedication, and the proper mindset in development projects. In order to combat stereotypes and advance a better appreciation of diversity and plurality, a new mindset is required, one that fully respects the equality and dignity of individuals who live in various environments and behave in various ways (Servaes, 2008; Chauhan, 2007). At all engagement levels, reciprocal collaboration is emphasized in participatory communication. Mutual trust, listening to others, and appreciating the other person's attitude are all necessary. With the use of participatory communication, one can shift from trying to inform and convince others to alter their behavior or views to trying to help various stakeholders share information in order to solve shared issues.

Additionally, Hancock (2007) clarified that the diffusion method of communication—which is employed in this study along with the

participatory communication method—can be used to spread agricultural extension methods. Diffusion of innovation communication use strategies like social marketing, advocacy, campaigns, or education to enlighten or convince people to change their behavior. While some have praised these models as persuasive and cost-effective means of promoting change with large audiences, others have criticized them for taking a linear, deterministic, top-down approach that frequently overemphasizes the role of media while ignoring the larger social framework that shapes change (Mefalopulos, 2008). When larger social frameworks are neglected, alternative mechanisms are used, such as spreading extension messages during religious holidays or other sporadic social gatherings at churches or mosques. These indicate a lack of focus when it comes to spreading target extension messages, as the people attending these events may not be the target farmers for whom the messages are intended (Berhanu et al., 2006).

These theories are essential to evaluating how agricultural communication is carried out through the participation of all concerned bodies since agricultural productivity and production necessitate the involvement of all concerned bodies and new agricultural technologies must be made available to all farmers.

2. Literature review

2.1. The challenges of agricultural extension development in Ethiopia

Upgrading the labor force's agricultural skills is essential to maintaining productivity gains and ensuring that technical advancements based on those gains are achievable. Improving the farming practices of the ignorant farming population is the top priority when it comes to enhancing farmers' agricultural abilities since it would quickly boost agricultural output. However, due to illiteracy, their efforts are limited in their ability to apply contemporary technologies and assimilate novel concepts on the ongoing change of agricultural methods (FDRE, 2012). For instance, Ethiopia increases agricultural productivity through the usage of farmer training centers (FTCs). But because of their shoddy construction, these FTC buildings need constant upkeep to be operational.

Additionally, Kassa and Degnet (2004) clarified that Ethiopia's agricultural extension problems stem from the country's low rate of acceptance of contemporary agricultural inputs, shrinking farm sizes, continuous cropping, reliance on rainfall, and usage of conventional farming implements and tools. The shrinking size of farms and the cultivation of

poor soils on sloppy and marginal lands that are extremely prone to soil erosion and other degrading processes are also consequences of population pressure in rural areas.

Another issue with using agricultural extension is that it can be difficult for agricultural firms to get the land they need and take part in agricultural production. While some grads could be fortunate enough to have their own capital resources, others might not be. As a result, in order to actively facilitate agricultural extension activities, agricultural extension must take care of these unhappy graduates (FDRE, 2012).

Another obstacle to agricultural improvement is the erratic nature of agricultural policy concerning the interchange of states. As a result, as governments changed, Ethiopia's agricultural research and extension programs underwent various methodologies. First among them was the Imperial Ethiopian College of Agriculture and Mechanical Arts, which actively worked to establish national networks for agricultural extension and research. The Ministry of Agriculture took over national agricultural extension operations from IECAMA in 1963. Similarly, the Institute of Agricultural Research (IAR), which had just been founded, was given control over agricultural research in 1966. It had major and small stations that covered the main ecological zones, important commodities, and disciplinary groups, as well as autonomous management. Ethiopia has used a variety of extension strategies over the years, starting with the creation of agricultural extension and continuing with the current strategy. Their contributions to tangible reforms in the agriculture industry, however, fall well short of expectations. Upon closer inspection, the various expansion approaches have been planned and executed without the involvement of the same individuals for whom they were intended (Kassa & Degnet, 2004). The sector experiences low productivity and production as a result of all these difficulties with agricultural extension. Integration of higher level personnel with end users must be done with expertise if agricultural extension is to become more productive.

2.2. Participatory communication

All interested farmers are encouraged to participate in farming by means of participatory communication, utilizing new innovations, technology, and significant farming systems. In addition to this, they may also be reliable in their choices to take part. With the combination of new scientific knowledge and their ancestors' or pre-existing knowledge of agriculture,

communication plays a crucial role in involving all rural farmers in this participation and enabling them to be effective producers (Day & Monroe, 2000). Furthermore, the top-down and bureaucratic methods of communication between farmers, extension agents, and DAs are rejected through the use of participatory communication. The community's participation was the new focal point. Therefore, everyone has the fundamental right to be heard, to speak for themselves, and to not have their voice misrepresented or altered by another party. This open communication style aims to foster the mutual respect, trust, and listening that are necessary for the participatory communication model to flourish in such a setting. Three justifications for participatory communication can be found by taking into account the effectiveness and inclusion of native citizens in the development: first, the native population is in charge of having their own pertinent information; second, they have a fundamental human right to participate in the creation of their own advancement; and third, by including the native population, more support will be garnered, which will help to achieve shared objectives (McPhail, 2009).

Additionally, participation has been used to shift away from the "dominant paradigm" of top-down planning and implementation of developmental activities and toward self-development, where the emphasis is placed on self-reliance and building on local resources, with villagers and the urban poor serving as the primary audiences. The fundamental functions of communication in this process are to disseminate information about local groups' successes in self-development so that other groups can learn from their experiences, respond to requests for appropriate innovations from the community, and provide technical information on development problems and opportunities (Rogers, 1983). Participatory techniques, as Castello and Braun (2006) also covered, are instruments for including partners in dialogue, decision-making, and planning related to rural development. In order to address the requirements of the rural population through feedback and ongoing information exchange between partners, interest groups, communities, and official institutions including those impacted by poverty, involvement and communication are crucial components of these efforts. In order to close the gaps between the knowledgeable and the doer, the less and more trained, the rich and the poor, the rural and the urban, and the giver and the receiver, effective participatory approaches are applied across all sectors. Many service needs won't be met without effective participation, local knowledge—often accumulated through generations of observations and experience—won't be acknowledged or heard, new knowledge won't be accepted (ownership), and interventions' sustainability won't last long.

On the other hand, Castello and Braun (2006) noted that the following are the main obstacles to using participatory methods in communication for development: it takes a lot of time and resources for training; social and educational differences influence how people understand participation and communication styles; groups with stronger communication skills and perceived higher social status can dominate weaker ones; there is a lack of baseline data and clear monitoring and evaluation procedures to demonstrate qualitative and quantitative impacts; and it is still challenging to introduce participatory approaches in hierarchical and centralized institutions and get them accepted.

2.3. Approaches of agricultural extension

It is better to first clarify what approaches, models, and methodologies are as well as how they relate to agricultural extension. According to Ponniah et al. (2008), an approach is a system's philosophy and manner of operation. It functions as a kind of manual for the system's links, leadership, program, structure, and resources. A model is a schematic representation of a system or phenomenon that explains its observed or predicted attributes and may be applied to more research on its features. The term "methods," which refers to the strategies an extension system employs for tasks like demonstration, is also associated with approaches in agricultural extension. As previously stated, an approach is the beginning point, not the end, of a specific course of action. Various approaches share common agricultural extension phenomena, such as the sharing of functions through non-formal education, the inclusion of agriculturally related content, the use of communication techniques, and the goal of enhancing the capacities of rural populations.

Although there is a common extension phenomenon among agricultural extension systems, each of the following approaches is discussed independently, each with its own unique purposes and characteristics.

The typical agricultural extension strategy makes the assumption that local people have access to technology and expertise, but they are not using it. Typically, the method is heavily centralized and governed by the government. According to this perspective, the communication system is a top-down strategy that reaches out to the end users, or farmers, from the topmost specialists. As a result, farmers have very little say in agricultural massages, which also results in minimal extension practices. This is how the Ministry of Agriculture's agricultural extension programs are organized, with ministers at the top and field extension officers at the bottom of the hierarchy. This method gives farmers information on several production

options from a single source, but it lacks a two-way communication flow. The majority of resource-poor farmers in Ethiopia are marginalized in this supply-driven program. Additionally, the field-level extension service is understaffed and characterized by passive transmission of recommended messages to farmers with little adaptation of technology to local contexts. Finally, the credibility of the front-line field-level extension workers among smallholder farmers is being undermined. The nation presently employs the agricultural technical and vocational education training (ATVET) approach to lessen this limitation (Davis et al., 2009; Ponniah et al., 2008).

One of the most well-known contemporary ways is the training and visit approach, which enables constant adaptation to farmers' needs by allowing farmers to continuously submit feedback to extension agents and research workers. T&V is intended to encourage farmers to produce more of a certain crop. This somewhat centralized strategy is predicated on a meticulously organized calendar of farm visits and agent and subject matter expert training. Accordingly, it employs a top-down strategy that emphasizes training farmers to make the most use of the resources that are available and spreading simple, inexpensive better practices (Ponniah et al., 2008). In the Ethiopian setting, FTCs serve as agricultural demonstration plots located close to farmers' homes, serving as teaching centers for them.

The approach known as participatory agricultural extension makes the assumption that farmers' living standards can be raised by gaining more knowledge and enforcing its effects through active participation in meetings, action, small-group and large-group learning, travel, and local technology sharing. Because extension agents are expected to live and interact with farmers, the participatory agricultural extension technique is more cost-effective and efficient, but it also places more of a duty on them to organize and encourage farmers. Under the Participatory Extension Approach (PEA), extension workers must transform from being merely agents for externally imposed technological concepts to facilitators and catalysts who assist communities in achieving their own objectives. PEA incorporates community mobilization; strengthens problem-solving, planning, and management skills; encourages farmers to adopt and develop new and appropriate technologies/innovations; encourages farmers to blend them with new ideas; and acknowledges the homogeneity of communities. These are just a few of the characteristics of PEA (FDRE, 2012; Ponniah et al., 2008).

2.4. Applications of communication for agricultural extension and development

Communication is utilized to enlighten audiences on development objectives, activities, and outcomes, as Mefalopulos (2008) noted. Here, communication is defined as the exchange of messages and information. In the alternative, communication is used to involve stakeholders, evaluate the circumstances, and create strategies that will lead to better and more sustainable development initiatives. This is not just about sharing information; communication is also used to create new knowledge and consensus, which will help to facilitate change. Both are significant and call for distinct skill sets and bodies of information. Similarly, Servaes (2002) claimed that through spreading messages that nudge the public in favor of development-oriented programs, communication is employed to support development advantages. It is employed to enlighten the public about initiatives, highlight their benefits, and urge support for them. A common instance of this type of approach is seen in the context of agricultural projects, where communication tools like radio, television, posters, and brochures are used to try and convince the public to embrace agricultural extensions through campaigns or real-world actions by agricultural stakeholders.

It is anticipated that agricultural advising services, which encompass conventional extension, consultancy, and agricultural information services, will help clients adopt new technology. In direct response to their clients' needs, research and advisory services' duty is to offer highly accurate, targeted, and objective technical and management information and advice. When people possess Agricultural Knowledge and Information Systems (AKIS), they can be connected to one another in order to facilitate and encourage reciprocal learning as well as the creation, exchange, and use of technology, knowledge, and information pertains to agriculture. In order to connect knowledge and information from many sources for better farming and improved lifestyles, this system includes farmers, agricultural educators, researchers, extension agents, and the private sector (Castello & Braun, 2006).

These gifted and informed individuals received their specialized training in agricultural communication from a professional communicator with a foundation in biological sciences and agriculture through university programs. For imaginative young communicators who are interested in food, agriculture, or the environment, it is an excellent choice. Students gain experience interacting with audiences in rural, suburban, and metropolitan

areas using a range of media, including newspapers, magazines, radio, television, and the internet. Due to the increased need for qualified communicators with specialized knowledge of science and agriculture in the business sector, including mass media, government agencies, agricultural commodities groups, and advertising and public relations businesses (Tucker, 2013).

From this, we can infer that agricultural enterprises, farming methods, new agricultural technologies, and problem-solving techniques are all informed by communication. Additionally, Castello and Braun (2006) state that rural communication is an interactive process in which farmers, extension/advisory services, information providers, and researchers exchange information, knowledge, and skills pertinent to development either directly or through media like print and radio. The goal of rural communication is to equip rural residents with the knowledge and skills they need to make better decisions and to enhance their standard of living. Moreover, rural populations are the focal point of every development project in communication for development methodologies. The development of knowledge, decision-making, and action capacities—the cornerstones of the delicate cooperation between the government, civil society organizations, and the private sector—is facilitated by communication, as Oepen and Willner (2006) further explained. Communication also serves to exchange information and create consensus among divergent opinions and interests. Two-way communication is, so to speak, the "lifeblood" of every plan. A plan cannot succeed without it since important stakeholders must cooperate and work together (Rivera & Qamar, 2003).

Nowadays, a large number of people live in rural areas of emerging nations. Because of this, utilizing communication—in particular, skill training, modifying unfavorable attitudes, and delivering pertinent information—could accelerate the rate of technology transfer. The primary purpose of small media, such as radio, flip charts, illustrated booklets, village theater, and video, was to effectively communicate with the community, province, or area. The strategies included resources to improve interpersonal communication and multimedia marketing to enhance group meetings led by extension agents. Participatory techniques have evolved throughout time to incorporate intended beneficiaries' perspectives from the outset when creating project objectives and choosing adult education and communication strategies that would aid in their execution. Today, telecommunications and Internet-based ICTs (information and

communication technologies) herald a radical shift in moving information and experiences from global to rural networks and a potential boon to eradicating pockets of world hunger as wireless infrastructure spreads and bandwidth increases (Servaes, 2002; Coldevin, 2003).

Additionally, Leeuwi and Ban (2003) presented other fundamental justifications for communication services. These include advisory communication, which takes place when farmers approach communicators for advice on how to handle pressing issues related to operations management, like how to combat a disease they've previously encountered or what crops to plant next. In an advisory communication, the communication worker's role essentially consists of consultation or consolation, depending on whether knowledge provision or process guidance is prioritized. This involves facilitating horizontal knowledge exchange, which disseminates agricultural knowledge and innovation from seasoned farmers to novice farmers. Diffusion communication is used for agricultural extension during this experience-sharing process. It also generates technological innovations, which are used to arrive at appropriate and coherent innovations in the face of specific challenges and/or problems. Here, communication workers' primary role is to facilitate the process, and it's important to work toward striking a balance between new technological devices and new social-organizational arrangements. Finally, conflict management is used to resolve disputes that arise from stakeholders' lack of understanding of new technologies and communication barriers between extension workers and technology users. In this period, communication professionals frequently face issues that have an impact on their work and may even entangle them; they also promote organizational growth and capacity building, which is utilized to ensure that farmer and community groups are working adequately. Communication professionals can play a significant role in strengthening a particular group's competence and in the development of organizations and human potential. Change agents can play a variety of roles in this context, such as spearheading organizational development, participating in organizational activities and procedures, offering training in organizational skills, facilitating organizational change processes, and offering persuasive technology transfer to persuade farmers or other target groups to adopt particular technological packages and/or to accept certain IDEAS. Rather than acting as a consultant or facilitator, the communication worker's function in persuasive transfer should be considerably more focused on deliberately changing the behavior of farmers. Farmers are more likely to be the recipients of persuasion than the

demanders since most individuals do not ask to be convinced in a certain direction.

2.5. ICT for the dissemination of agricultural knowledge and information

ICT can be extremely helpful in providing resource-constrained farmers with current knowledge and information on agricultural technologies, best practices, markets, pricing patterns, and weather, as UNDP (2012) elucidated. The majority of countries' experiences show that knowledge management practices in agriculture have significantly improved as a result of the quick development of ICT, which makes data and information easier to exchange. ICT is still not widely used in Ethiopia to gather and share knowledge and information, nevertheless. Radio is currently a commonly utilized medium for sharing and informing users about agricultural issues, such as new and improved farming techniques, production management, market information, and other issues, among other ICT-related activities. The distribution of knowledge and information through radio programs is being strengthened since it is strategically important in reaching the majority of smallholders.

In order to connect the potential of emerging information and communications technologies (ICT) to improve communication among stakeholders in agricultural and rural development, the Rural and Agricultural Development Communication Network (RADCON) was established in Egypt in 2004. Its goals are to illustrate the principles of participatory communication. Thus, the goal of participatory communication in development is to make it easier to incorporate new and traditional media channels with interpersonal communication techniques, all the while enticing stakeholders to be included in the process. The development of internet-based technologies has opened up new avenues for this kind of involvement and enhanced resource-poor groups' access to information, assistance, and knowledge sharing (Kora & Kassem, 2010).

3. Research methodology

The research concentrated on creating explanations for social phenomena, on experience reports, or on data that could not be accurately stated statistically, hence a qualitative method was employed to undertake this examination. In other words, the goal of qualitative research is to better understand the social environment in which we live and the reasons behind

the state of affairs. It is focused on the social dimensions of our reality and aims to provide answers to questions such as how and why cultures and practices have evolved in particular ways, why people behave in particular ways, and how opinions and attitudes are formed (Hancock et al., 2007).

Qualitative data collection techniques, including observation, document analysis, and in-depth interviews, were used to gather detailed information from the experiences of farmers, extension agents, and DAs in order to comprehend the difficulties farmers face in communicating with one another, the issue with agricultural extension, and the general lack of food security.

According to Have (2004), qualitative research is particularly useful for examining shared characteristics in a small number of cases where numerous factors are considered. "Using methods intended to make theoretical ideas and empirical categories easier to understand, cases are thoroughly analyzed. As a result, Lalibela has been used as the case study in this study, with three kebeles serving as the specific focus areas. The researcher chose to use the case study because she was curious about the methods used in agricultural extension communication to increase productivity and agricultural output in these three kebeles.

3.1. Subjects of the study

The main sources of data for this research were 18 farmers, 2 extension workers, 4 DAs, and 2 communication workers with different educational background, age, and experience.

3.2. Sampling

According to Hancock et al. (2007), sampling can take place during several phases of data collection, analysis, and reporting in qualitative research. In fact, sampling is ongoing; the researcher employed the purposive sampling technique in this investigation. In addition to these, research samples included DAs, communication specialists, and extension professionals with expertise in agriculture. These individuals were specifically chosen for the study since it is anticipated that they will supply crucial data.

This research has been conducted at Lalibela in three kebeles: 01, Keble 02, and kebele 03. The reasons for conducting in these kebeles were because most of the population depended on agriculture for subsistence.

With regard to the study participants, 26 people were involved as a sample in this research. Though small, the data gained from these samples might show the direction as to what should be done in the future in relation to communication in agricultural extension context. Some profiles of participants of the research are presented as follows.

Table1: Profiles of participants

Participant	sex		Age		Educational background	Experience
	M	F	M	F		
18 farmers	12	6	28-64	22-67	From uneducated to TEVT college graduate	Experienced in farming
2extension workers	1	1	38	40	Degree holders	Experienced in extension work
4 DAs	3	1	24-36	29	Degree holders	Experienced in extension work
2 Communication workers	2	-	26	-	Degree holders	Experienced in communication

3.3. Data-collection tools

Different data gathering tools that were relevant to answer the research questions were used. Among the different data gathering tools, the researcher used observation, document analysis, and in-depth interview. These data gathering tools were crucial to collect complete data from different participant farmers, DAs, communication workers, and agricultural extension workers. These data gathering tools have their own characteristics and applications in this research. The in-depth interviews were conducted from 18 farmers, 2 extension workers, 4 DAs, and 2 communication workers. Structured and semi-structured interview items were used. The researcher also used field work observation, to study the agricultural communication practices in the natural environment where it occurs. Fieldwork observation was taken as a major instrument to investigate what actually happened in farm communication. Therefore, farmers, extension workers, and communication workers were observed while communicating with each other. They were observed using an observation checklist

(follow-up questions or probes) based on what the participant will describe during the interview. The checklist included six items that were all concerned with communication practices. Document analysis included documentary films, flyers, photographs, programmes, and brushers (Hancock, 2007).

3.4. Procedures for data collection

The researcher conducted the farmers' interview in their village in April 2015 and 18 farmers were recruited for the interview. In-depth interviews were organized at interviewees' convenient time to avoid risk of inaccurate data due to fatigue, time constraint and/or participant discomfort.

The researcher used interview guide questions to conduct interviews. The interview guides used were designed following general as well as specific questions related to the study. Interviewer (I) was flexible by allowing respondents to be free when giving explanations which resulted in obtaining additional and relevant information that was useful for the study. The researcher adopted a lot of semi-structured questions in order to ask for more information. The interviewer used follow-up questions which was essential to obtain more and related information relevant to the investigation.

All interviews were conducted in Amharic; the official language of the Federal Government of Ethiopia and lingua franca of the study area. The data generated by interviews in this research were verbal responses, statements, opinions, interactions of the participants, and non-verbal actions. Observational accounts of nonverbal communication such as tones and facial expressions were noted by taking shorthand notes during the interview, and these were later assessed in terms of making meaning. In addition to shorthand notes, audio recording was used to capture all important data from interviewed participants, and then all audio recorded interview data was transcribed.

The researcher used checklists which were used as a guide for observing important data for the research. But the respondents were not informed about the observation before the researcher went to the actual sites of observation lest artificial data. The researcher went to the actual farms / raising sites that were observed. During this time, the researcher tried to observe how farmers and extension workers communicate on issues of agricultural production and productivity. In addition, the researcher

captured photographs of the discussion between farmers and communication workers for additional data.

Furthermore, the researcher collected different documentary films, programmes, brochures, and flyers that were prepared by communication workers having agricultural messages. After I looked/read those documents using hard copy of printed materials and soft copies with CD/Flash, I tried to interpret their applications for agricultural extension systems and their accessibility to the concerned farmers in the Woreda.

3.5. Data analysis

Data analysis in a research project involves summarising the mass of data collected and presenting the results in a way that communicates the most important features. In the context of this research, the data collected from different sources were qualitatively analysed. After coding communication methods used by farmers and agricultural extension workers, critical analysis was performed using the qualitative data analysis method.

Regarding the case of data analysis, all interviews and observations were recorded both in field notes form and in audio recording. Almost 200 minutes of interview data was obtained from farmers, communication workers, DAs and extension workers in parallel to the notes taken during the discussion. And field observation was done at the agricultural sites using the already prepared observation checklists. During this, field notes and photographs of observed sites were also taken as data. Therefore, these data were organized into simple and related forms to be analysed. Then, all tape recorded data were transcribed into English and the detailed demographic information of informants, the place, and time, were labelled.

A thematic analysis is a strategy that cuts across all the data to group the common issues that persist, and identify the main themes that summarize all the data that were collected. This is the most common method of describing this qualitative research. To arrive at certain themes, explanation and identification of commonly repeated ideas in the same cluster were the major techniques.

The transcripts were explained in both boundaries as a preliminary observation to get the whole aim of the text. During the identification of themes, each of the explained concepts was summarized and fall into one category. The data was classified into different themes according to their nature. Similar data obtained via different tools were clustered under the

same theme and discussed accordingly. As a result, according to their nature, the data was grouped into five major strata in line with the research questions related to access and dissemination of agricultural extension messages, the importance of communication approaches to farmers, the participation of farmers in the use of the new agricultural extension communication process, the dependence of farmers on various agricultural innovations information disseminated, and the communication gaps between development agents, extension workers, and farmers.

4. Data presentation and results

This study examined agricultural extension communication practices among communication workers, extension workers, and DAs in three kebeles of Lalibela. The study was qualitative and involved the explanation and interpretation of results. For simplicity, the long strings of names and response items are coded as follows.

Farmers' Code

IIF1 in-depth interview with farmer one	II F10 in-depth interview with farmer ten
IIF2 in-depth interview with farmers two	II F11 in-depth interview with farmer eleven
IIF3 in-depth interview with farmers three	II F12 in-depth interview with farmer twelve
IIF4 in-depth interview with farmers four	II F13 in-depth interview with farmer thirteen
IIF5 in-depth interview with farmer five	II F14 in-depth interview with farmer fourteen
II F6 in-depth interview with farmer six	II F15 in-depth interview with farmer fifteen
IIF7 in-depth interview with farmer seven	II F16 in-depth interview with farmer sixteen
II F8 in-depth interview with farmer eight	II F17 in-depth interview with farmer seventeen
II F9 in-depth interview with farmer nine	II F18 in-depth interview with farmer eighteen

Communication Workers' Code

IICW1 in-depth interview with communication worker one	IICW2 in-depth interview with communication worker two

Development Agents' and Extension Workers' Code

IIDA1 in-depth interview with Development Agent one	IIDA4 in-depth interview with Development Agent four
IIDA2 in-depth interview with Development Agent two	IIEW1 in-depth interview with Extension Worker one
IIDA3 in-depth interview with Development Agent three	II EW2 in-depth interview with Extension Worker two

4.1. Accessibility of agricultural extension messages for farmers

Investigating accessibility of agricultural extension messages for farmers is one objective of this research. So, according to the data found from IIF1,2,3,5,7,8,9,10,11,12,13,14,16,17 &18, they revealed that:

> Our main sources of information on agricultural extension messages are kebele extension workers. We do not have radio sets and cannot attend different programs transmitted through radio instead of messages being transmitted to us through our one-to-five organizations which are formed in our local areas although our interest in this one-to-five organization is not good for being an active participant. In our one-to-five organization, all agricultural messages are addressed to us through our group representatives.

From these data, we can understand that agricultural messages are addressed to farmers of DAs by their group representatives at the kebele level through the diffusion method of communication.

The researcher also observed that DAs are given responsibilities by woreda extension workers to transmit agricultural messages to farmers without any participation of farmers.

For this similar objective of research, IIF 4, 6 & 15 replied that:

> We find agricultural information from electronic media such as radio and TV. We also find from agricultural workers and DAs within our local meetings, one-to-five organizations, and from informal personal communications with DAs.

Based on the above data that have been found from in-depth interviews with farmers about access and dissemination of agricultural extension messages, the main information sources for farmers are kebele extension workers. Most of the farmers in the study area do not have radios and cannot attend different programs. Farmers also said that they obtain the messages of agriculture in different ways. From this one to five farmers organizations are taken as the good mechanism to disseminate agricultural extension messages.

As farmers explained, the meetings and interactions of extension workers with them were not enough to discuss agricultural activities. During their meetings, they had discussions about their day-to-day activities which affect their agricultural production positively. But, as farmers in the study area asserted, they did not find more relevant agricultural extension messages, which are prepared by Lalibela communication workers.

This idea was not hindered by communication workers themselves. As the researcher forwarded the question about how agricultural extension messages are addressed to farmers in this research area, IICWs 1 &2 responded:

> We tried to create awareness of farmers by producing new ideas which are related to how they addressed agricultural massages they prepared with content of agriculture as: farmers, for instance ploughing repeatedly, spraying chemicals, and using selected seeds, using fertilizer, etc. could be prepared by us (CW) and disseminated through reading groups and TV park groups. But these messages were not enough accessible to all farmers, especially those who could not read those prepared materials may not understand what the messages were. We prepare flayers, brushers, programs, and documentary films.

As can be observed from the documents of the Lalibela communication office, communication workers produced flyers, brushers, government stands, and documentary films and programs.

As it is pointed out in Ponniah et al. (2008) of group methods that involve working with groups or the community at large, extension work can be carried out at meetings, either organized specifically for the selected purpose or by making use of meetings that were already organized for some other purpose. Meetings are effective venues for receiving information from the community, for discussing issues of communal or individual interest, and for spreading new ideas. Field days and demonstrations are best organized on individual farms. In similar way, the communication workers at Lalibela responded that they used TV park groups, radio listener groups, and Reading groups to address agricultural extension messages.

According to Extension workers and Das (II EWs 1& 2), agricultural extension messages are addressed to farmers in this research area as:

> We find extension messages from the higher agricultural experts of zone, and region. And then massages are addressed to farmers by using meetings, farmer days, local groups such as one-to-five (anid le amist) and development group (limat-budin), and other informal ways of social interactions.

According to this data, EWs responded that as they communicate to address new technological messages in farmer meetings, farmer days, and in local farmer group discussions. But they explained that all farmers are not accessible due to low interactions with extension workers.

4.2. Communication approaches used by agricultural extension workers or DAs

In terms of this research objective, the researcher tried to collect data from 'IIF1-IIF18', direct observation of meetings and documents. As 'IIF1-IIF18', we played that:

> We communicate with extension workers and DAs whenever they want to transmit agricultural messages which are planned and generated by woreda experts at the woreda level. With the existing hierarchy, the kebele DAs introduce and give the plan for us by allocating it for each sub-village in collaboration with kebele representatives. Our great responsibilities are listening to them in public meetings and promoting it as our own 'blueprint'. In such a norm, all one-to-five organizations are composed of 5-7 agricultural development armies with their own leaders who share and dictate the members of that particular group about agricultural massages. With this flow, the woreda agricultural plan reaches each farmer vertically.

According to farmers' responses, even communication is very important to exchange extension messages from extension workers, DAs, and communication workers to beneficiary farmers to bring agricultural productivity in this research area, the activities that farmers used are local organizations, such as one-to-five(anid le-amist), development group (limat-budin), and local community(got)interactions. Due to these communication methods, farmers are addressed agricultural extension messages to bring agricultural production and productivity in an inadequate way. As farmers remarked during the interview, no serious activities are taken to persuade them about the agricultural extension program by using communication means such as posters, pamphlets, radio, and television to persuade the public about agricultural extensions either in campaigns or in actual activities of agricultural stakeholders.

In addition to this, results of in-depth interview with farmers showed that the communication among DAs, farmers, CWs, and EWs is largely top-down in which content and agenda are set by CWs or their crew. Even CWs contact with farmers, it is not beyond information sources instead they often use the source of extension messages from agricultural experts, and then they produce that information for farmers. So, farmers are dominated in agricultural communication.

According to Mefalopulos (2008), communication is used to inform audiences about development initiatives, activities, and results, and it is used to transmit information and messages. In the other case, communication is applied to engage stakeholders, assess the situation, and devise effective strategies leading to better and more sustainable development initiatives, which are more than transmitting information, and it is about using communication to generate new knowledge and consensus in order to facilitate change. Although communication has an application for informing agricultural messages, IICWs 1&2 responded as they do not use it well.

> Even our roles in agricultural extension are considered as low, we use TV park viewer groups, reading groups, and radio listener groups as the means of transmissions of our massages. The reasons for this low communication were not only us, but also it lays to DAs and EW. This means that extension workers and DAs do not have a strong chain to collect new ideas that are used for agricultural productivity.

Based on these data, the approaches of communication to increase agricultural productivity were group methods and mass media methods of Ponniah et al. (2008), which involves working with groups or the community at large. Extension workers can do effective activities by receiving information from the community, for discussing issues of communal or individual interest, and for spreading new ideas. In addition, the mass media method is mainly used to create awareness using such media as radio, posters, drama, television, newspapers, films, and slide shows to inform the public. But as the researcher observed from field observation and documents, the communication approaches that are used are none participatory; instead DAs, communication workers, and extension workers were dominant during the communication process.

On the other hand, highlighting the importance of communication approaches for agricultural productivity, IIEWs 1, 2 and IIDAs1-4 expressed:

> We use participatory communication particularly and diffusion approach in some cases to disseminate agricultural extension technologies. Our links with CWs are not enough as expected. In this research area, we use top-down or participatory communication approaches or both to communicate with agricultural stakeholders. These indicate that in interpersonal communication in the study areas,

> the message flows top-down, bottom-up, and horizontally. This is the main feature of a participatory development communication approach.
>
> In addition to these, we work collaboratively with farmers to realize the indigenous knowledge of farmers which experts in agriculture do not know and then try to improve it with new technologies.

With respect to this data, EWs and DAs used both participatory and diffusion communication approaches to work collaboratively with farmers. They identify farmers' problems with farmers to seek solutions, test implementations of solutions, and evaluate the result together.

4.3. Farmers' participation in agricultural extension communication process

To test the idea of farmers' participation, IIF1, 3, 4, 8, 13, 17 & 18 replied to the RQ 'how can farmers be a participant in the agricultural extension communication process?' in that:

> Our participation with extension workers and DAs always serves not only in public meeting, and one-to-five organization, but also we communicate with them when they come through our farm lands and tell them how to implement the plan that is already handed out. Participatory planning is operationalized by woreda experts, even if the missing link is from both zone agricultural development and kebele DAs. As a result, our participation in agricultural decision making is well, even it is limited in our kebele level and local groups. But we are not actively communicating with the communication workers of Lalibela.

As IIF5, 9, 14,6,12 also replied:

> Our meetings and interactions with extension workers and DAs were twice or three times a week. During this meetings, we had discussions about our day-to-day activities which affect our agricultural productivity. But the time of our contact is not enough and the agricultural professionals assigned in our kebele are very few to teach farmers by rounding each farmer's land.

According to the participation of farmers in agricultural communication, there is no extension program that is produced by farmers for farmers. This means that the participation of farmers with communication workers about agricultural messages is low. In relation to this, we can see it from the point of Leeuwi and Ban (2003) who underscored the importance of agricultural

development diffusion. The authors believe that individual farmers can get experiences in farm experimentation and/or training which could be relevant to other farmers. Farmers are aware of this and as a result there are often informal means of farmer-to-farmer exchange of knowledge and information through markets, work parties, funerals, bars, celebrations, community meetings, and church services to talk about agriculture. On the other hand, observation of other farmer practices is also an important mechanism for horizontal exchange. During these agricultural extension communication processes, communication workers can stimulate or help improve farmer-to-farmer exchange in various ways. But as farmers responded that, experience sharing is not well done by communication workers because of low emphasis of agricultural extension diffusion.

They also explained that even if there are few chances that farmers get experience sharing in formal ways by the government once a year, extension workers took the responsibility to select farmers who could take this experience, but the ratio of farmers with experience shared with the other farmers was not balanced to diffuse what they had learned at the time of experience sharing.

In addition to this, farmers explained that their communication with stakeholders is referred to in horizontal or vertical methods. This means that in some parts of their communication, agricultural extension workers participated with beneficiary farmers about extension programmes, and then farmers could get opportunities in decision making about how they have to use extension technologies. In other cases, not only farmers but also extension workers are forced by the government to apply some extension programs which are only believed by higher agricultural experts at federal or region level.

Communication workers also gave their responses about the participation of farmers in the agricultural communication process. So, IICWs1& 2 revealed that:

> Even farmers' participation in mediated extension communication is minimal; they participate in forms of interview, live testimonial communications, and some feature stories. In this regard, we sometimes talk to farmers, but the content to be communicated is decided by us. We sometimes involve both the DAs and farmers in the communication process as informants. For example, by expanding the experience of model farmers to other farmers through discussions with

> extension teams, demonstrations, participation of farmers, and by presenting documentary films prepared on their farms.

As the data from the interview showed, farmers participate in agricultural extension through farmer-to-DA, farmer-to-farmer, farmer-to-EW, and farmer-to-mass audience communications, and through practical methods such as demonstrations, field visits, and experience sharing tours. As indicated earlier, farmers participate more in interpersonal approaches followed by group communication approaches.

McPhail (2009) mentioned that participatory communication deals with a different approach. It rejects the top-down and bureaucratic ways of communication between farmers, extension workers and DAs. These results also suggest that farmers directly participate in extension communication in interpersonal and group methods, but have some participation, which is indirect in the mediated communication. This requires the need to increase current trends in interpersonal and group methods of extension communication while instituting measures that would allow farmers to communicate through electronic media.

Not only farmers and communication workers, but also extension workers and DAs responded to the RQ on how farmers can be a participant in the agricultural extension communication process as follows. IIEWs 1, 2 and IIDAs 1, 3&4 responded that:

> We make farmers to participate in development groups, local administration systems, and one-to-five organization activities in agricultural extension performances, and the content of extension massages is decided by farmers and us, but not always.

Farmers were not well-participating in the content of the agricultural extension messages which are prepared by CWs although they are well-participating in local administration systems, and one-to-five organization activities in agricultural extension performances. Even CWs are interested in preparing and expanding the performances of model farmers to others in the form of documentary film, flyer, brusher, and program; farmers faced difficulties in using those prepared messages because of their illiteracy and lack of electricity in the rural area. This leads to an increment in agricultural productivity.

4.4. Farmers' reliance on disseminated information about agricultural messages

In response to this, the researchers aimed to assess how farmers are dependent on agricultural extension messages, and IIF 1, 7, 10 responded:

> We do not have a serious commitment to use agricultural extension massages, because most of us do not have enough access to use those agricultural extension massages which are prepared by communication workers or extension workers. While extension massages are addressed to us by extension workers and DAs, most of us show our reluctant features about the massages which are disseminated by DAs and extension workers. Because our land is burned by fertilizers, DAs are forcing us to use these new technologies for the purpose of their salary scale up. We do not believe them.

According to farmers' response above, they are reluctant and have a low perception of new agricultural technologies resulting from low communication among extension workers, DAs and farmers. In persuasive transfer of technological innovations, there is an external interaction between communication workers and farmers. The main intervention goal here is to help realise specific objectives by the stimulation of pre-defined behaviour changes. But farmers responded in the contrary to this idea. As farmers explained, they faced major problems to be persuaded about agricultural extension technologies in this research area. Because most farmers depend their farming on rain, it is not easy to convince farmers about sustainable agricultural development is in the context of rain-fed agriculture. Even extension workers and DAs in this research area took their potential efforts to persuade farmers, their interests were not negotiated by them leading to one-way information dissemination disregarding understanding. Instead of relying on two-way communication towards shared meaning, farmers are obliged to use new agricultural extension inputs such as fertilizers, insecticides, and herbicides

On the other hand, IIF 11 & 17 also revealed that:

> We like interpersonal communication with DAs, we consider them like our parents or families; we also accept them when they teach us in groups because this gives us the opportunity to learn from each other. We also ask them to teach us a lot about group communication methods using demonstrations, farm experience models, extension teams, exhibitions, and farm field schools.

As for these data, DAs take responsibilities for empowering farmers' productivity, and they communicate with farmers. But farmers pointed out the lack of good opportunities to meet extension workers and DAs in their local area. Even though these stakeholders come periodically; they could not satisfy farmers' demands.

From the point of view of farmers' reliance on various disseminated information about agricultural messages, communication workers were targeted both in the interview and observation. As II CW1 & 2 responded that:

> Farmers like the participatory communication approach, which is perceived mainly in interpersonal and group communication methods. They readily accept information communicated face-to-face with DAs, extension workers, and us; because this gives farmers the opportunity to interactively discuss problems and solutions about how information is useful for their farming. They develop the sense that they are considered a knowledgeable and active participant and they improve trust that DAs and extension workers are concerned with improving the production and productivity of peasant agriculture.

In this regard, farmers feel balanced when CWs interactively communicate with them, and most likely accept messages communicated to them through interpersonal methods. The data also indicated that interactive communication of farmers is dependent on the communication skills and abilities of the DAs commitment, and on their personality. For example, while EWs are not communicating well with CWs to prepare tangible agricultural extension messages, farmers could not accept the message of DAs.

As the additional response from the CWs, farmers do not often accept extension messages communicated through the mass media due to limited access to television and print materials. This leads farmers to have less interest and less trust in media messages due to lack of farmer voices in the programs and makes them dependent on DAs for extension information.

In general the results of the above data gained from CWs showed that the current communication approach which is expressed in terms of interpersonal and group communication methods is not accepted enough by farmers. They also pointed out that it is less accepted in the case of mass media methods.

IIEW 2 also replied for the RQ 'How is the level of farmers' reliance on various disseminated information about agricultural messages'? That:

> I am reluctant to say that all farmers accept extension technologies. But there are few farmers who are active in implementing new technologies in contact with us and DAs to use new technologies such as fertilizers, insecticides, and weed chemicals. To persuade all farmers to use extension technologies, we use different organizations starting from woreda extension stakeholders to grass root farmers. This is carried out through the means of persuading woreda extension stakeholders and then move to persuade kebele level administrators to farmers.

According to data, the participation of farmers in the production of agricultural extension messages is very low. As a result, the reliance of farmers on agricultural messages is also low. On the other responses of EW and DAs to conduct research, they indicated that no audience research has been conducted on the acceptability of the approach in terms of the mass method in this research area.

4.5. Communication gaps between development agents, extension workers, and farmers

According to FDRE (2012), large stocks of personnel trained in agricultural development at various educational levels are essential to establish and expand modern commercial farms and the productive capacity of small farmers. Although maximum effort is being made to train agricultural researchers, extension personnel, and animal health experts, services to farmers' have not been enough to improve agricultural production methods and technologies. This has its own reason in different views, what farmers responded in connection to the communication gaps among DAs, EWs, and farmers are presented below. As IIF 7, 8, 10.13.16 & 18, revealed that:

> DAs, extension workers, and we work collaboratively. We consider DAs as participants, risk-takers, and activists rather than assuming themselves to be experts, supporters, and nonparticipants. We do not consider DAs as our supervisors and currently DAs start working with our groups starting from problem identification to researching, testing of results, variety selection, and related activities. They also have continuous communication with us and they help a lot for the agricultural sector, even if it is difficult to say that we are food sufficient. Even DAs, EWs and we work collaboratively; we (farmers) have communication problems in relation to the shortage of DAs in kebele, lack of awareness to adopt new technologies, lack of communication methods, and lack of education.

As can be understood from the above quote, farmers in the research area witnessed that DAs communicatively assist farmers during the agricultural processes from land preparation up to the production phase. But as a result of the minimum number of DAs in the kebele, all farmers could not find the assistance of Das as required.

On the contrary, IIF 7,8,10, 17, said that:

> Our communication practice with extension workers, DAs and communication workers is not good. Because there are serious communication problems particularly faced with agricultural extension workers, and DAs while interacting with us. These communication problems result from the lack of extension communication to shift from the traditional top-down approach to the contemporary participatory approach. Due to this, we lost our decision on our own farm, and were forced by DAs to use new extension inputs without our consensus.

Here we can understand that, as the dominant paradigm, the communication system is one way and farmers could not have the opportunity to communicate DAs and EWs about the agricultural activities they are concerned about. Participatory communication was not applied instead agricultural professionals diffuse ideas/messages about what farmers should do on their own farm lands. As Mefalopulos (2008) explained, during this paradigm, communication was associated with the dissemination of information and messages aimed at modernizing people by using mass media as the centre of communication initiatives that relied heavily on the traditional vertical one-way model. Even agriculture and Ethiopia are mentioned as two sides of the same coin in FDRE (2012), uneducated farming population, limitations in using modern technologies, and low assimilating of new ideas because of illiteracy to absorb extensive information about sustained transformation in agricultural practices are still problems.

According to the data obtained from the II CWs 1&2:

> There are communication gaps, such as the low concept of communication for agricultural production and productivity; unintegrated performance of EWs, DAs, and we; lack of transport access go to farmers in remote places; lack of access to print many flyers, brushes, to prepare and disseminate documentary films and programs; lack of thrust among EWs, DAs, and we; and lack of farmer understanding resulting from their illiteracy. Because of this, we cannot say that farmers are available to use our works to be productive.

As the CWs pointed out, even model farmers involved in extension communication have little experience of sharing to the wider farming community. As a result, communication among extension workers, DAs, and farmers with communication workers is minimal.

Furthermore, IIEWs 1, 2 & IIDAs 1-4 replied that:

> We work closely with farmers and facilitate them on how they can plough their farms, use new technologies, and raise livestock. During this, we face different problems such as: lack of farmer commitment to perform what they ordered; farmers disagree with us when we order them to accept new technologies; lack of access to address all farmers concerned.

As can be understood from the above quote, extension workers and DAs, woreda extension workers act as collaborators, participants, risk-takers, and activists rather than assuming themselves to be experts, supporters, and nonparticipants. However, the communicative approaches among woreda extension workers and DAs at the kebele level are not effective for agricultural extension. The top-down (diffusion) approach of communication is assumed to be the reason for communication gaps. This is to mean when extension workers from the woreda are considering themselves more highly positioned than DAs from the kebele, there is disrespect for each other, and DAs are led to be disobedient for their duties and responsibilities of extension activities.

However, the results did not deny that the extension information is available from different sources. The weakness of the linkage among the different components of the agricultural system may create information gaps, and thus the different sources may not share different information on the same issue.

5. Discussion

According to the data presented and analysed, communication is considered vitally important for agricultural extension activities. It is used to inform and aware farmers about new agricultural technologies, skills, knowledge, and relevant farming systems for more agricultural improvement. The data in this study showed that the communication approach used in the study areas is a mix of both non-participatory and participatory approaches. Thus, it tends to be an integrated approach. However, the integration is mainly not in the sense of adjusting the approach of communication in a given method

according to contexts, but is largely in the sense that the approach in using some methods is mostly participatory whereas the approach in using other methods is mostly non-participatory. The data gained from CWs, DAs, farmers, and EWs witnessed about the shortage of accessibility of messages to the beneficiary farmers, and activities were carried out through designed campaigns, which could not bring a sizable change on agricultural development. And also the relationship between the agriculture office and the communication office was very low; even they know that communication is important for agricultural production and productivity.

In accordance with communication vitality for agricultural production, different communication theories were discussed in this research, especially participatory communication and diffusion of innovation communication are used to evaluate how agricultural communication is practiced at Lalibela.

Hence, the participatory communication and diffusion communication approaches are applied, even though both of them have their own limitations and strengths. Regarding this, the agricultural extension communication practices are considered as top-down in most cases because the data showed that the agricultural information is transmitted from the federal level to the regional level and to the end users through the hierarchy of different levels/from top to bottom. As a result of these top-down communications, the end users/farmers are dominated to take share about their agricultural performances. This also led to low agricultural accessibility due to the lack of enough pre-information about what farmers use. This is related to Rogers (1983) explaining that communication is used to disseminate innovative ideas to farmers, and other farmers also share information with one another about agricultural production and productivity. During this dissemination of new ideas, diffusion communication theory plays an important role.

As the presentation and analysis of the data obtained from the observations showed, the communication practices of the farmers with the extension workers and Das. Some farmers participated in farmer meetings, and local organizations. As Leeuwi and Ban (2003) explained, the key function of communication workers in disseminating new technologies is to facilitate the process and it is important to work toward a balance between new technical devices and new social–organisational arrangements. Some farmers, on the other hand, were passive participants in meetings and they did not understand what the extension workers/DAs wanted to transmit, rather they seemed bored listening to the messages of the meeting and they

talk with their peers while the EWs tell them the message on agricultural production.

As to Castello and Braun (2006), agricultural advisory services are expected to disseminate new technologies among their clients. The role of communication workers here is to integrate farmers, agricultural educators, researchers, extension workers, and the private sectors by addressing information from various sources for better farming and better livelihoods. But, as farmers in the study area asserted, they did not find more relevant agricultural extension messages, which are prepared by Lalibela communication workers. The photograph showing how farmers were participating in their meetings with EWs and DAs can be seen in the Appendix.

Farmers are less mobilized to use new agricultural extension technologies because, in our observation, we saw that most small-scale farmers use indigenous farming systems instead of using new technologies and new farming systems. Even EWs and DAs use their potential to persuade farmers to use agricultural extension inputs.

According to the view point of Leeuwi and Ban (2003) of advisory communication, the role of the communication workers is based on consultation or consolation, depending on whether the emphasis is on providing knowledge or process guidance. For the adequate provision of these kinds of services, it is particularly important that communication workers have or have not access to relevant kinds of know-how, and that they have adequate skills to stimulate the needs and expectations of farmers. Furthermore, the most widespread form of communicative intervention is to persuade farmers or other target groups to adopt specific technological packages and certain ideas or policies. Mefalopulos (2008) also mentioned that communication is used to inform farmers about development initiatives, activities, and results. In this case, it is used to transmit information and messages, and generate new knowledge and consensus in order to facilitate agricultural change. Both are important and require a different body of knowledge and a different set of skills.

According to my observation of the communication approaches that EWs and DAs use, both participatory and diffusion communication approaches are used. As diffusion approach dictates, EWs and DAs tried to diffuse some extension ideas to farmers; for instance, they let farmers to use fertilizers and insecticides without pre-informed nature of communication.

In addition to interview and observation, the researchers tried to present and analyze the data which were collected by using document analysis such as programs, flyers, government stands and brushers, which were prepared by communication workers. Therefore, the documents showed that the communication workers, DAs and EWs were part of the materials. DAs and farmers were interviewed about agricultural production in the prepared program. On the other hand, when CWs prepare model farmers' work through flyers, brushers, and stands, they included the farmers' activities and the ways how they could be productive. However, the documents which were prepared by CWs have limitations with regards their contents because they have unattractive contents, prepared with low initiative by CWs, and with less consultation of most farmers in agricultural extension communication network. It is difficult to conclude that documents which are prepared by communication workers are available for communicating farmers, EWs, and DAs. Even communication workers prepare as much as they can, farmers were not accessible due to the lack of access to electricity in the rural area and lack of reading skills whenever they obtain written materials such as flyers.

6. Conclusions

As already mentioned, the study evaluated communication practices of agricultural extension in Lalibela woreda. The main objectives of the study were to explore communication practices on aspects of agricultural extension in Lalibela.

To achieve this, qualitative data was used to assess farmer, DA and EW communication practices and challenges in the context of agricultural production and productivity. Regarding instruments of data collection, in-depth interview, observation, and document analysis were used as the major instruments.

The sample kebeles were selected on the basis of the available sampling technique. Accordingly, it was found that the practice of agricultural communication was mainly dominated by woreda extension workers in general and by DAs in particular. The interaction between farmers, CW, DAs, and EWs was inappropriately implemented. Since the knowledge or awareness of farmers, CW, DA, and EW about the importance of practicing communication was very low. And it was also found that most farmers in the study areas have no access to radio sets. But there were some radio listener groups that are expected to share and exchange agricultural

extension messages. These groups were organized and facilitated by communication workers; Messages contented with agricultural extension could be addressed to them to improve their agricultural production.

The practices of agricultural extension communication were dominantly diffusion (one way); therefore, the techniques and approach of the participatory communication approach were not used effectively.

Generally, Lalibela's agricultural communication practice entailed an inappropriate concept of development communication; lack of collaborative learning initiatives in development communication and natural resource management, a lack of direct participation of farmers in radio programs, a mistrust of farmers in extension messages communicated through mass media, inattention of farmers to extension messages communicated through flyers, programs, brushers and documentary films, low access to radio sets to share and exchange agricultural extension messages, a top-down communication approach in which agricultural messages are diffused from woreda level to individual farmers with less farmer participation and illiterate farmers to read and understand agricultural extension messages. Due to these problems, the agricultural extension practices of Lalibela woreda were considered low and recommended to use integrated participatory agricultural extension communication approaches.

Declarations

Acknowledgements

I also recognize the support of the Communication process staff, Agricultural Extension Workers, and Farmers in Lalibela during data gathering.

Conflict of interest

The author(s) declare that there is no conflict of interest.

Funding

There is no funding to declare.

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Ethiop.j.lang.cult.com.mun.2024, 9(1): 40-61
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ISSN: 2518-2919
https://doi.org/10.20372/ejlcc.v9i1.1753

Original Research

Analysis of mobilization and stakeholder participation: the case of Amhara Development Association

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Abstract

This article offers a comprehensive exploration of the complex dynamics involved in mobilization and stakeholder participation within the context of participatory development communication strategies. It specifically focuses on the Amhara Development Association and its practices in this regard. Employing an interpretative research paradigm, the study meticulously selects its sample using purpose-sampling techniques. Through a combination of in-depth interviews and thorough document analysis, a rich dataset is assembled to deeply investigate the strategies employed by the association. The findings of the study reveal a nuanced and multifaceted approach undertaken by the Amhara Development Association. This approach leverages various social institutions, media platforms, and governmental structures to mobilize communities toward self-realization through grassroots efforts. However, despite the association's concerted efforts, several challenges hinder the implementation of a fully participatory communication approach. One significant obstacle identified is the predominant role of the government, which sometimes limits the association's autonomy in decision-making and action. Furthermore, the association faces constraints in hiring an adequate number of communication experts, which affects its ability to fully embrace a participatory communication strategy. It suggests that the association should strive for greater independence by empowering its coordinators, project planners, and district-level structures. This empowerment aims to foster a more inclusive and participatory communication strategy, thus enhancing the association's effectiveness in community mobilization and ultimately contributing to sustainable development efforts in the region.

Keywords: development, communication, mobilization, participation, and association

Citation: Ahmed Hussed Seid and Adem Chanie. (2024). Analysis of mobilization and stakeholder participation: the case of Amhara Development Association. *Ethiopian Journal of Language, Culture and Communication, 9*(1).40-61. https://doi.org/10.20372/ejlcc.v9i1.1753

Submitted: February 2024 | *Revised: April 2024* | *Acceptted: June 2024*

1. Introduction

Advertising is a process that involves the promotion of products and services. It is paid for by the advertiser with the aim of persuading buyers to buy the products and services advertised. Kumar & Mittal (2002) say that advertising influences the target audience to make purchase decisions. As such, it is documented in various contemporary literature, such as Nichifor (2014), that advertising can be considered a variable, which is a result of convergent interests that are expressed in the two main scientific areas known as communication and marketing.

Advertising and communication, according to Cragan and Shields (1998), are components of the contemporary economic and social system. In today's society, the role of advertising has evolved into a complex system of communication that is important for both organizations and the general public. The fact that advertising, if well thought out and carefully prepared, has the ability to deliver messages to its target audience, gave it a central place in the marketing programs of most organizations. It looks for this reason that different companies, ranging from multinational firms to those small-scale ones, are these days laying emphasis on the importance of advertising in order to promote their products and services to important markets (Reed et al., 2004).

Today, to reach the ultimate customers, so that the functional goal of any advertising effort will achieve its goals, myriads of outlets are believed to be in abundant use. These media outlets are also said to be in fierce competition to attract the interest of consumers in general. There are many media forms of advertising, such as newspapers (local, national, free trade), magazines and journals, television (local, national, terrestrial, satellite), cinema, and outdoor advertising such as posters and bus side posters (Fill, 2009; Arshad et al., 2014). Subsequently, contemporary scholars such as Koeck and Waranby (2014) defined outdoor advertising as a form of advertising that is prevalent within the wider urban environment.

Outdoor advertising and communication, which is one of the main aspects of advertising and the focus of this paper, also promotes various products and services. It is one of the main advertising mediums used today. It also happens to be one of the first forms of display advertising in the history of advertising.

Today, outdoor advertising has evolved into several types, depending on the creativity of the artist designing it. Outdoor media include billboards, bus benches, interiors and exteriors of buses, taxis, and business vehicles,

signage posted on the exterior of one's own brick-and-mortar location, banners, posters, and much more. Mandera (2004) claims that even though other media like print, radio, and television generate high revenue with advertising, out-of-home advertising like banners and billboards can be much more effective than advertising in print and electronic media. This is due to many factors that favor outdoor media as a form of marketing communication.

Today, most people spend more time outside than inside. Unlike television or radio advertising, which is aired for only a few seconds, outdoor advertisements, like billboards and digital signage, are available to consumers around the clock. Belch and Belch (2004) assert that messages are delivered continuously and frequently via outdoor advertising. Writers such as Berkoulitzetal (1994) say that the visibility of outdoor advertisements favors mental reinforcement for well-known products and its relatively low cost makes it a flexible alternative.

The field of advertising in Ethiopia, particularly in Addis Ababa, is experiencing significant changes as the nation embraces modern technology and digitalization. Let us explore recent research findings and emerging trends in this dynamic landscape. In the era of digitalization, traditional advertising methods are giving way to digital marketing strategies. Digital advertising platforms, including social networks, search engines, and mobile applications, are gaining importance. (Cheffy & Ellis-Chadwick, 2022) These platforms allow for precise targeting, real-time analytics, and personalized messaging. TV ads continue to play a crucial role in Addis Ababa. Research has explored their impact on consumer behavior. Understanding how Addis Ababa consumers rely on television ads and how these ads shape their buying habits is essential for advertisers. Research has examined the effect of media advertising on consumer behavior within the real estate sector. The study focused on the customers of these real estate companies in Addis Ababa.

The findings of this research shed light on effective advertising strategies for the real estate industry in the city. Concerning the challenges and opportunities of digital advertising, it is documented in the vast array of contemporary literature that, while digital advertising offers exciting opportunities, challenges remain. These include limited Internet penetration, language diversity, and cultural nuances (Yangang, 2023). In this sense, advertisers must navigate these complexities while tailoring their messages to resonate with the diverse population of Addis Ababa. In summary, the advertising landscape in Addis Ababa is evolving rapidly, driven by

digitalization and changing consumer behaviors. Advertisers should stay informed about emerging trends and adapt their strategies accordingly.

The focus of this research is Addis Ababa, the capital city of Ethiopia, at the crossroads of tradition and modernity. Nestled in the highlands, it boasts a rich cultural heritage while simultaneously striving for urban development. As the seat of the African Union and numerous international organizations, Addis Ababa plays a pivotal role in shaping regional policies and fostering diplomatic relations.

However, beneath its bustling streets and vibrant markets lies a challenge: the absence of a robust digital promotion and advertising infrastructure. In an era where cities are defined by their technological prowess, Addis Ababa is grappling with bridging this gap. The lack of a modern system hinders its ability to showcase its potential as a true metropolitan hub. Additionally, the trends in outdoor advertising and communication in the city warrant a closer examination. How can billboards, signage, and digital displays contribute to the socio-economic fabric of Addis Ababa? What impact do these visual channels have on commerce, tourism, and community engagement? These questions form the crux of our research as we dive into the dynamics of urban communication in this dynamic African city. By weaving tradition, progress, and communication together, Addis Ababa invites us to explore its multifaceted narrative. Therefore, this study answers the following research questions.

1) What is the current status of outdoor advertising and promotion in Addis Ababa?

2) How does a new advertising and promotion platform contribute to emerging business and global trends in advertising and communication?

3) What are the socioeconomic and technological contributions of digital advertisement and promotion to Addis Ababa City Administration?

Addis Ababa, Ethiopia’s rising capital in the highlands bordering the Great Rift Valley, is the capital city of Ethiopia and the African Union. It is the country’s commercial and cultural hub. Addis Ababa is the third-highest capital in the world, with a population of about 8,000,000 living in ten subcities and one hundred woredas. The city is often called the "African Capital" due to its historical, diplomatic, and political significance for the

continent. The headquarters of the African Union and the Economic Commission of the United Nations for Africa are located in the city. The United States and the European Union have two delegations each in Addis Ababa, one for bilateral relations with Ethiopia and one for the African Union.

Hence, Addis Ababa is an important administrative center not only for Ethiopia but also for the whole of Africa. This historically significant city, in its enchanting geopolitical hub of the East African setting, is recognized as one of the most fascinating and attractive touristic cities in the world.

The city has experienced a surge in construction, with numerous tall buildings emerging in various locations. In addition, a variety of luxury services have become available, and the construction of shopping malls has recently increased. The city's abundance of day spas has earned it the nickname "the spa capital of Africa." Addis Ababa serves as the central hub of a well-connected road network and acts as the terminus of a rail link to Djibouti City, a port located on the Gulf of Aden. In addition, a mid-level train serves the daily transportation needs of 500,000 individuals. The city has also introduced modern taxi services, such as ride-sharing and pick-up services, along with a light rail transportation system. However, it is important to note that current advertising and communication platforms in the city do not align with the rapid development of local businesses.

2. Theoretical framework

In this work, the theoretical framework of semiotic discourse analysis (SDA) is used to approach the analysis. SDA is a comprehensive approach to understanding meaning in digital communication and also extends to digital outdoor communication. Just as SDA examines signs and symbols in online content, it can be applied to analyze the semiotics of digital outdoor advertisements. By considering the dynamic relationship between signifiers, signifieds, and interpreters, the SDA allows for a deeper understanding of how these advertisements convey meaning to their audience (Chandler, 2007; Danesi, 2009).

In the realm of outdoor digital advertising, SDA can uncover the intended meaning behind the visual elements, symbols, and messages used in these advertisements. It can reveal how these signs evoke emotions, shape perceptions, and influence consumer behavior in outdoor settings (Wodak & Meyer, 2016). By analyzing visual design and symbolic representations on digital billboards or signage, SDA can provide information on how these

advertisements capture attention, communicate brand messages, and create connections with the audience.

Moreover, SDA's recognition of the multimodal nature of communication is particularly relevant to digital outdoor advertising (Scollon & Scollon, 2008). Beyond words, outdoor digital advertisements often incorporate visuals, sounds, and interactive elements to engage viewers. SDA can analyze the interaction between these different modalities, examining how they work together to convey meaning and create impactful advertising experiences.

3. Methodology

Methodology: In our quest to uncover the gaps in outdoor communication and advertising within Addis Ababa, we used a rigorous research design. Here is how we navigated this terrain:

3.1. Data collection techniques

Observation in Selected Sub-Cities: we meticulously observed outdoor communication channels across strategically chosen sub-cities within Addis Ababa. This on-the-ground approach allowed us to witness first-hand the nuances of billboards, signage, and other promotional displays.

Survey of Public Opinion: To gauge the pulse of the city, we conducted a comprehensive survey. By engaging with residents, we sought their candid thoughts on the current state of advertisements and communication.

Multifaceted Methods Our toolkit included various techniques such as tour observation, photography, drone videography, and document analysis. These methods acted as our lenses, revealing hidden patterns and gaps.

Videotape-Assisted Observation

Inspired by the work of Savenye and Robinson (1996), we recognized the value of videotape-assisted observation. This method allowed us to capture dynamic moments, decode visual cues, and examine the intricacies of outdoor communication. Written notes supplemented our video records.

3.2. Linear information processing theories

Drawing from cognitive psychology and professional practice, we explored the impact of linear information processing theories based on Sucharitha et al. (2020). These theories, similar to the functioning of computer systems, shed light on how information flows, encoded, transmitted, received, and decoded, within the communication context. By understanding how individuals perceive and integrate information in a linear manner, we

deciphered the cognitive processes at play. These insights mirror the flow of information in the digital world. In summary, our research journey traversed the streets of Addis Ababa, capturing both tangible billboards and intangible cognitive pathways. Through this lens, we aim to pave the way for informed strategies and a more connected urban landscape.

3.3. The importance of urban outdoor digital ad industry

The Importance of Urban Outdoor Digital Ad Industry Outdoor advertising media is widely considered a prestigious industry, especially in the modern era we live in. It offers a wide variety of employment opportunities for graduates in fields such as communication, journalism, marketing management, accounting, information and communication technology (ICT), script writing, and security. Many of these professionals pride themselves on their progressive mindset, showcasing their position in a creative industry that values professionalism and eschews the rigid control often associated with advertising, which can taint the city's image.

The top agencies in this field operate on a meritocratic basis, where imagination and drive serve as the foundation for their competitive advantage. The progressive employment practices and formalities that exist within many agencies are not just for show, but genuinely reflect the values and ethos of the industry. However, beneath the surface lies a highly competitive business environment that requires a large workforce (Taylor et al., 2006; Hackley, 2005; Yamaoka & Akaoka, 2013).

Systematized urban outdoor signs create a beautiful scene on urban roads and public areas. As a form of business platform, digital advertisements and signs can contribute to attractive cityscapes. It influences architecture style and urban design in a positive way. Advertising content displayed on signage billboards or as posters is often of very high design quality and may be considered a form of city aesthetic, and light box advertising also contributes to a sense of place by displaying advertising options or markets to clients.

Digital signs have great potential to contribute to the attractiveness of highways and market places in the city. Huge digitalized promotions or advertisements stretched against building walls or across building facades to reveal attractive building renovations or constructions also provide huge artistic possibilities. One of the latest advertising trends, car or bus wrapping, together with other forms of mobile advertising, often makes a very striking visual contribution. Digital advertisements contribute to the necessary visual diversity, interest, and quality needed for drab and dreary

environments. High-quality Street and advertising furniture may, for instance, make an important contribution to streetscapes, while the use of banners may create a rather festive atmosphere.

It may also play a role in improving the local colors or good looks of places, thus contributing to attractive environments for tourists. More permanent signs and advertisements, such as signs on top of skyscrapers, may contribute to the visual scene by forming prominent landmarks. The large-scale application of outdoor advertisements and signs creates very striking nightscapes in entertainment and shopping districts such as Piccadilly Square in London (as visited by one of the project team members), Madison Square, Tokyo's Ginza district and the Strip in Las Vegas, which can be seen as world-renowned tourist attractions.

Compared to other media outlets, economic efficiency in terms of low production costs and low cost per thousand exposures is another advantage of outdoor advertising (Taylor et al., 2006; Yamoka & Akaoka, 2013). In addition, while authors like Donthu et al. (1993) and Shimizu (2002) advocate the strength of outdoor advertising, which includes geographic flexibility for segmentation by location, Taylor et al. (2006) assert that outdoor advertising was rated higher in terms of ability to attract new customers. The fact that outdoor advertising reaches its audience and, using the terminology of Fabrey (2002: 34), "people cannot switch it off or 'throw it out' gives the beneficiary the opportunity to have a captive audience.

3.4. Description of products and services

The Digital Advert Company is considering a change to create and provide an outdoor advertising platform from which to promote existing products on the market. The past experience in the market shows messed up displays of banners that easily get ruined and contribute negatively to the beautification of the city. However, the research team has studied the current state of the industry and plans to enable and capitalize on the growing trend of synchronized benefits of outdoor advertising for the general economy of city administration, cityscape or beatification, unemployment mitigation and outdoor display. Digital signage and light boxes promote products and services in an entirely new market, increase revenue and growth projections, and allow customers to purchase products from the comfort of their own home.

A product is a bundle of need-satisfying features that is exchanged, generally, for a financial price. It encompasses both tangible aspects, such as packaging, quality, and brand, as well as intangible attributes. The

packaging and labeling of the product also serve as marketing communication tools.

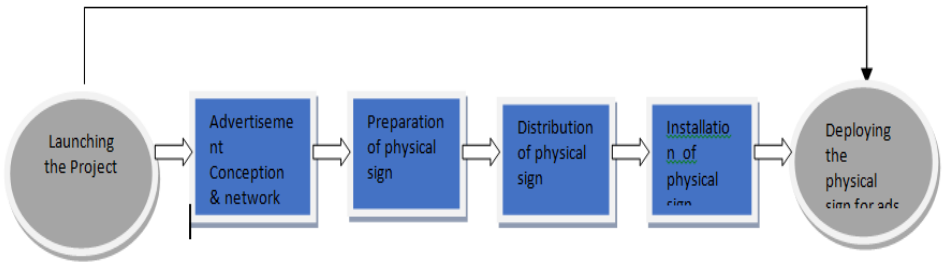

Fig. 1: Digital Signage Advertising Network (Bauer, Ch., Kryvinska, N. & Strauss, Ch. (2016)

For interactive digital signage, the respective hardware must be installed on site with every display on the network that should have the specific functionality. Networking is a typical interaction modality; it certainly requires a display that has networked functionality to enable this type of interaction. Using the posture of a consumer as a trigger for the selection of advertisements requires other hardware. To have a centrally regulated consumer product interact with a digital signage system from office distribution, it must be connected to the premises.

The product concept identified above is: the core product is named as an ad for digital signage, and the basic product is termed an ad. of Light Box and the expected online advertisement. The product refers to the fundamental need that is satisfied by using the product, such as brands, new arrivals, products of big manufacturing extended to the basic product, and the expected product, which refers to the specific features that the consumer expects to obtain when buying the product, all going to be advertised.

4. Analysis and discussion

4.1. The need for technology considerations

Modern advertising agencies offer a plethora of services that extend beyond traditional marketing channels and add significant value to their clients' businesses. In developing countries like Ethiopia, the advertising industry plays a crucial role in the economy, providing employment opportunities for a large number of individuals.

Within this dynamic industry, talented artists have the opportunity to create visually captivating advertisements that surpass the limitations of text-based promotions. Advertising agencies in Ethiopia are equipped with specialized

knowledge in typography, print technology, graphic design, and photography, allowing them to craft compelling campaigns that resonate with the target audience.

Despite the advances in digital marketing worldwide, studies conducted by Andinet and Roger (2017) have revealed that billboards remain the most popular medium for advertising in countries like Ethiopia. This preference for outdoor advertising signifies the enduring impact of traditional marketing strategies in regions where digital infrastructure may still be developing. As the global industry progresses, advertising firms in less developed nations must adjust their strategies to include a mix of traditional and digital methods to meet their clients' varied requirements and stay up-to-date with global transformations.

Outdoor ads in Addis Ababa have the advantages of high visibility, broad coverage at the local level, and new technologies (3D). Digital technology, although its deployment seems expensive, reduces the regular cost of producing promotional print brochures, videos, CD-ROMs, and DVDs for circulation. A major factor in the wide-spread growth of this technology was the fall in the price of LCD screens, which are considered the crucial hardware component in digital signage. Electronic displays (that is, digital) used for digital signage offer new opportunities and advantages compared to traditional 'static' signage. For example, digital technology allows information to be displayed in the form of dynamic multimedia presentations containing audio, video, and animated content.

The importance of digital outdoor advertising is highlighted by Roberts (2018), who mentions three major benefits: motion and animation, flexibility, and dynamic capabilities. Roberts (2018) argues, citing Koeck and Warnaby (2014) that the incorporation of full-motion technology into digital signage effectively attracts the attention of the passing target audience and consequently generates increased sales revenues.

4.2. Limitations of outdoor advertising in Addis Ababa

Observational analysis

The most common forms of outdoor advertising in Addis Ababa, which is the seat of the African Union and a city where embassies of various countries are located, are posters, banners, and billboards. The state of the city requires it to remain clean and become a source of attraction. It is also required to establish and maintain its aesthetic value, as it is an international

city and the capital city of the country where representatives of people from all over the African continent and the rest of the world come to visit or reside. However, Bankole (2013) argues that graphic environmental signs such as posters can have an impact on both the quality of life of people and the environment. He also asserts and mentions in the Nigerian case that Nigerian signs and billboards could be classified as environmental pollution due to the issues they generate, which impact urban planning in Nigerian cities.

Given that outdoor advertisements such as billboards and posters are often the first impressions tourists and foreigners have upon arrival, it is crucial that they are visually appealing and strategically placed throughout the city. It is recommended to replace some traditional signs with digital alternatives to enhance impact and modernity. Otherwise, they will devastate both the city and the country. Supporting this claim, contemporary scholars like Dahlen (2001) argue that outdoor advertising, such as banners, unless they are designed in a well-thought-out manner in such a way that they can easily attract the attention of their target viewers, remains a liability to both the environment and the public.

Although outdoor advertising plays a crucial role in conveying advertisers' messages to their target audience, it also comes with limitations that hinder its effectiveness. Bankole (2013) highlights the significant issue of graphic communication and visual pollution resulting from improperly placed billboards, particularly evident in Nigeria. Instead of improving the environmental aesthetics of Nigerian cities, billboards often detract from their charm. A similar challenge is witnessed in Addis Ababa, where the lack of modern and digital advertising systems has led to the deterioration of the city's visual appeal. The frequent damage and disrepair of banner posters further worsen the city's aesthetics rather than serving their intended purpose. The juxtaposition of dilapidated banner posters against the backdrop of stunning architecture accentuates the urgent need to address the shortcomings of outdoor advertising in preserving the beauty of the city. Similarly, Nowghabi and Talebzadeh (2019) argue that city billboards and advertisements have exacerbated visual disturbances in this era of rapid urbanization. This form of visual pollution leads to mental confusion and hampers the intellectual concentration of individuals, with its effects and repercussions intensifying over time. It is evident that corrective measures are necessary to revitalize the city's allure and mitigate the negative impact of inadequate outdoor advertising.

It is documented in different contemporary literature, such as Nichfor (2014), Dahlen (2001), and Fabrey (2002), that the goal of marketing advertisements, including outdoor ones, is to create favorable attitudes or reinforce existing attitudes of the target audience regarding the brand or the item being advertised. To this effect, the quality of the outdoor advertisement matters a lot, but if otherwise, it will result in a distorted portrayal of the item or the brand under advertisement by the expected client.

Except in a few cases, most outdoor advertisements in Addis Ababa use traditional billboards characterized by low aesthetic value and clutter. It is written that images are worth a thousand words and that they either denote or connote good or bad messages to viewers. which have become causes of visual pollution in the city. Exposure to rain and the sun for an extended period of time usually damages the billboards, posters, and banners, which requires the advertiser to spend capital on the repair. One big issue in relation to damaged billboards is that their images give poor impressions to viewers. Since meaning is also made through connotations, especially from images, such damaged graphics are likely to trigger undesirable meanings among viewers. Dyer (1993) wrote that images are worth a thousand words and that they either denote or connote good or bad messages to viewers. In other words, unattractive outdoor advertising graphics send bad messages to the target viewer. What can be understood from oftentimes traditional ways of advertising is that they require the advertiser to make limitations within a certain time interval, oftentimes sreing additional costs.

Basay and Eteng (2021:1687) summarize the limitations of billboards as follows. Proliferation of billboards and other signs may result in the devaluation of property values in both residential and public places. Such billboards and maintenance, seen as both a symptom and a cause of urban blightloseart from issuappeal and roliferation, lack proper maintenance, and by their very nature, after a long time, they lose their aesthetic appeal, thereby contributing to urban decathe proliferation and creating untidy and unsafe envidevalue, especially from street vandals. In summary, the proliferation of outdoor ads and posters could devalue and even degrade the integrity of such places.

Similarly, a study by Natnael (2018) in Dessie town highlights that outdoor advertisements not only create visual clutter for users and customers but also lead to a metamorphosis of our city streets and buildings, causing them to lose their original identities and adopt a new persona. Frequently, Natnael noted, outdated banners and stickers remain affixed, causing visual

disturbance even after losing their relevance. People persist to keep these outdated advertisements displayed on building facades, contributing to urban decay in our cities and towns.

The Addis City Administration expected that by the time this study was conducted, they would be making efforts to keep the city clean and modern, which would meet the expectations of residents and visitors. As the following write-ups show, we read messages on many of the streets stressing the need for us to clean our city. In real terms, the hygiene of the city is maintained not only by refraining from throwing dirty things here and there. Rather, it is also maintained by making unattractive things unseen in parts of the city and then substituting them for attractive things.

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The Addis Addis Ababa City Administration, at the time of this study, was making efforts to keep the city clean and modern, which meets the expectations of residents and visitors. As the following write-ups show, we read messages on many of the streets stressing the need for us to clean our city. In real terms, the hygiene of the city is maintained not only by refraining from throwing dirty things here and there. Rather, it is also maintained by making unattractive things unseen in parts of the city and then substituting them for attractive things.

Fig. 6: Nailed, congested, and messed posters in Addis Ababa

Badly nailed poles are often likely to cause considerable damage to the environment and pose a threat to pedestrian safety if the nails fall to the ground. We can see from the second picture above that it is on the verge, despite the fact that it is heavily nailed to the pole. In addition, the text is upside down and the intended message is barely consumed. Basay and Eteng (2021) highlight that the issue also persists in Nigeria. They argue that posters and banners are commonly seen on the walls of residential and public buildings, fences, bus stands, electric poles, kerosene tanks, and even on previously mounted advertisement boards.

In some places, as shown below, one poster covers or blocks the other. It seems that the posters are competing with each other. The city appears absurd with respect to posters that are layered one upon the other, implying that it is a stage for illegally competing parties. Obviously, getting the necessary information from such disordered posters is difficult. In such a case, both the advertiser and the target consumer have nothing to gain from the posters. Neither advertisers can get their message across to the target audience properly nor can the audience access it correctly. Some of them

have faded colors, and only the board without the texts is left. Such advertising serves only to compromise the aesthetics of the city.

Addis Ababa can be considered a small Ethiopia. A tiny mistake in the city can destroy the image of the entire country. As discussed above, Addis Ababa city poles around streets and many places are increasingly untidy due to punches to hang posters. As the pictures shown above portray, some of the posters and billboards are so old that the messages on them have faded away; some of them have torn out and made the environment cluttered. Our Addis Ababa, a seat for many renowned companies and organizations, does not deserve such poorly managed and poorly administered outdoor advertising.

4.3. Benefits of introducing digital signages for Addis Ababa city administration

Analysis of Public Opinion

In a recent public opinion survey conducted in various parts of Addis Ababa, participants expressed their dissatisfaction with outdoor advertising. They found most of the ads unpleasant, contributing to a cluttered and untidy cityscape. Furthermore, respondents reported minimal recall of these messages, indicating that the impact of outdoor advertising is close to negligible.
The interviewees emphasized several key points:

Strategic Location Selection: To improve the effectiveness of outdoor advertising, specific locations should be carefully chosen. Placing ads in high-traffic areas or near relevant points of interest can enhance visibility and engagement.

Embrace Digital Advertising: The city should explore digital advertising options. In an increasingly connected world, digital billboards and screens offer dynamic content delivery and real-time updates, capturing the attention of passersby.

Simplicity and Visual Appeal: Many outdoor ads suffer from information overload. Passersby rarely have the time or inclination to read long messages. Instead, advertisements should focus on simplicity, using concise language and captivating visuals to grab consumers' attention quickly.

Professional Execution: The survey revealed that most outdoor advertisements lack professional execution. To have a lasting impact, companies must invest in well-designed and aesthetically pleasing visuals that resonate with the audience.

Traffic Flow Considerations: Some posters obstruct the movement of heavy traffic, causing inconvenience. Authorities should regulate placement to ensure that advertisements do not disrupt the flow of vehicles and pedestrians.

Government Oversight: The current state of outdoor advertising suggests inadequate government oversight. Posters, banners, and billboards should align with aesthetic standards, enhancing the overall urban environment.

In contrast to the situation in Addis Ababa, scholars emphasize that effective advertising aims to differentiate a company positively from its competitors. By doing so, it motivates customers to make purchases. Therefore, a concerted effort to improve outdoor advertising is essential for both businesses and the overall image of the city.

In support of the opinion of the interviewees, Schaeffler (2008) notes that digital signage is an answer to the challenges faced by advertising agencies, advertisers, and retailers because, as a technology, it presents new opportunities and alternatives that can help them remain relevant in the minds of consumers and move their businesses forward.

When asked what they know about overseas advertisements, most of them responded that outdoor advertisements abroad are pleasing and invite readers or information consumers. An interviewee city dweller argued that even big companies in Ethiopia have cluttered advertisements that damage their good name rather than helping sell their products. This interviewee adds that outdoor ads have ruined the city as most of them are below standards. Overall, the survey shows that the residents feel that outdoor advertisements in Addis Ababa are not attractive and convey the right information and need to be managed.

A survey conducted by Natnael (2018) in the town of Dessie highlighted that outdoor advertisements create problems for towns due to their substandard quality. The placement of these boards is often incorrect and lacks integration with existing building designs. Additionally, these ad campaigns tend to obscure the architecture and diminish the integrity of the architects' work. The intricate graphic images used in these advertisements often confuse the target audience, leading to a loss in their intended purpose.

On the basis of past studies and observations, it is evident that digital signage outperforms traditional billboards and posters in terms of benefits. First of all, the installation of digital signage immediately reduces costs by reducing the use of paper and printers. During the lifetime of a digital signage unit, the city administration will save thousands of dollars on paper, poster, and printer toner. As the country is now in a critical shortage of foreign currency, reducing such costs is not an option but a mandatory one. Second, digital signage plays a crucial role in maintaining the aesthetics of cities and towns by providing a modern and organized way to convey information. This not only enhances the visual appeal of the surroundings, but also creates a welcoming environment for information consumers. By keeping the information clear and easily accessible, digital signage ensures that individuals are satisfied with the experience, leading to increased engagement with the content displayed. As a result, people are more likely to read and understand the ads more thoroughly, effectively capturing their attention and conveying the intended message. Ultimately, this seamless integration of digital signage contributes to a more informed and connected community, fostering a culture of engagement and communication.

Development of Information Dissemination

Addis Ababa, as the capital city, hosts various national public holidays and national and international events. It also hosts various summits where highly dignified personalities are present. Information about events, if there are many digital signage and light boxes, can be rapidly disseminated. Important city events and campaigns, such as city hygiene and planting trees, initiated by Prime Minister Abiy Ahmed, can also be distributed quickly and efficiently. In one all-encompassing campaign, the city can reach a wider population by minimizing the hassle of assembling an army of leaflet distributors to distribute information, such as a tax collection campaign. Generally, digital signage helps attract the attention of citizens and effectively communicates important messages for civil causes on the streets of the city at minimal cost compared to print media.

Improvement of the City's Image

The city's image will be highly elevated if the digital signage and light boxes are installed. Print displays have been an advertising staple for centuries, but it is time for big cities like Addis Ababa to consider alternatives. With so many distractions and the clutter they create later on, print advertising no longer has the attention-grabbing quality it once did. Today, people are more tuned into technology and are much more likely to

notice a high-quality digital display. This is helped by the fact that displays can produce much more brilliant colors and animations, giving them an edge over other forms of advertising. Print advertising is quickly made obsolete, and when it is no longer relevant, it has to be replaced, or it stays there and adds to the untidiness of the city. However, when working with a display, all a layout designer has to do is make a new file and upload it without causing any damage to the city, so there is no need for paper waste or extra purchases. Digital signs are better for the environment; they reduce paper waste that often makes the city dirty and unsanitary. For example, with print marketing, a major limitation has always been that every new advertisement requires a new process. In other words, every ad had to be designed, submitted, and printed, a process that could take a long time and was often expensive. The aspects of this process had to be repeated from poster to poster or from billboard to billboard.

Dramatic Increase in Revenue for the City

The installation of a digital signage network provides job opportunities for many employees, which in turn allows the city to collect a great deal of salary and income tax. Also, digital signage and light boxes will gradually replace traditional outdoor advertising such as poster banners, billboards, etc., most of which are not paying taxes now. The city administration will collect the income tax on the profits from the industry. In addition, the city administration will collect the lease tax. City revenue from the digital advertising and communication industry could be a bigger leap forward.

Attractions for Investors and Tourists

Unlike print advertising, which has to be manually placed or even manually designed on a surface, layout designers can instantly upload their work to a display with a couple of button presses. This allows for much faster implementation, which is ideal for companies and organizations in the city that engage in time-sensitive advertising. Many attendees, especially foreign visitors who have already gotten used to digital signage, prefer digital channels of communication over non-digital ones. Therefore, digital signage allows the city administration to accommodate this expectation. Digital signs attract more attention than static banners by using high-definition motion graphics and videos. In view of this, digital signage advertising promotes tourism and national heritage by changing the face of advertising.

Conclusions

The impact of digital advertising and communication on target viewers, particularly in terms of creating and enhancing awareness, is substantial. Its high reach and frequency of exposure make it highly effective, especially for commuters. Installing digital signage in the city can significantly improve its image and attractiveness. Although print displays have been a long-standing advertising medium in the city, it is crucial to consider alternative approaches. Print advertising, once time-consuming and attention-grabbing, now faces challenges due to distractions and clutter. In contrast, digital displays have the advantage of capturing attention in a technology-centric world. With their ability to display vibrant colors and animations, digital displays outshine other forms of advertising. In Addis Ababa, where posters, banners, and billboards are the most common forms of outdoor advertising, the city's status as the seat of the African Union and home to various embassies necessitates cleanliness and attractiveness. Digital signs offer an environmentally friendly solution by reducing paper waste, which often contributes to untidiness. Traditional billboards, characterized by low aesthetic value and visual clutter, have become a source of visual pollution in the city, highlighting the need for a change toward modern digital advertising and communication. For an emerging city like Addis Ababa, embracing modern digital advertising and communication brings several advantages. The city, as the capital, hosts numerous public holidays and national and international events. With a network of digital signage in place, information about these events can be disseminated quickly and efficiently. In addition, modern advertising services provide added value to clients' businesses. The installation of digital signage not only reduces costs associated with paper and printing but also enhances the city administration's ability to disseminate information rapidly. This, in turn, elevates the city's image and significantly increases revenue generation.

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Ethiop.j.lang.cult.com.mun.2024, 9(1): 62-83
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ISSN: 2518-2919
https://doi.org/10.20372/ejlcc.v9i1.1760

Original Research

Harnessing effective digital outdoor advertisement and communication in Addis Ababa city administration

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Abstract

The study explores the integration of modern digital advertising and communication within Addis Ababa, focusing on its holistic development. The primary objective is to identify gaps in outdoor advertising and communication administration while proposing a new platform to promote emerging businesses and global advertising trends. The research employs survey-based data collection, including observation and public opinion surveys, along with semiotic discourse analysis. By utilizing large, medium, and portable digital signage, Addis Ababa can improve aesthetics, attract tourists, and drive economic growth. Recommendations include strategic placement, context-relevant content, and collaboration with local stakeholders.

Keywords: Digital, Advertising, Signage, Marketing, Communication

Citation: Yosef Beco Dubi, Daniel Tiruneh W/Medhin, Getachew Baye Kebede. (2024). Harnessing effective digital outdoor advertisement and communication in Addis Ababa city administration. *Ethiopian Journal of Language, Culture and Communication, 9*(1).62-83. https://doi.org/10.20372/ejlcc.v9i1.1760

Submitted: February 2024 | *Revised: May 2024* | *Acceptted: June 2024*

1. Introduction

Advertising is a process that involves the promotion of products and services. It is paid for by the advertiser with the aim of persuading buyers to buy the products and services advertised. Kumar & Mittal (2002) say that advertising influences the target audience to make purchase decisions. As such, it is documented in various contemporary literature, such as Nichifor (2014), that advertising can be considered a variable, which is a result of convergent interests that are expressed in the two main scientific areas known as communication and marketing.

Advertising and communication, according to Cragan and Shields (1998), are components of the contemporary economic and social system. In today's society, the role of advertising has evolved into a complex system of communication that is important for both organizations and the general public. The fact that advertising, if well thought out and carefully prepared, has the ability to deliver messages to its target audience, gave it a central place in the marketing programs of most organizations. It looks for this reason that different companies, ranging from multinational firms to those small-scale ones, are these days laying emphasis on the importance of advertising in order to promote their products and services to important markets (Reed et al., 2004).

Today, to reach the ultimate customers, so that the functional goal of any advertising effort will achieve its goals, myriads of outlets are believed to be in abundant use. These media outlets are also said to be in fierce competition to attract the interest of consumers in general. There are many media forms of advertising, such as newspapers (local, national, free trade), magazines and journals, television (local, national, terrestrial, satellite), cinema, and outdoor advertising such as posters and bus side posters (Fill, 2009; Arshad et al., 2014). Subsequently, contemporary scholars such as Koeck and Waranby (2014) defined outdoor advertising as a form of advertising that is prevalent within the wider urban environment.

Outdoor advertising and communication, which is one of the main aspects of advertising and the focus of this paper, also promotes various products and services. It is one of the main advertising mediums used today. It also happens to be one of the first forms of display advertising in the history of advertising.

Today, outdoor advertising has evolved into several types, depending on the creativity of the artist designing it. Outdoor media include billboards, bus benches, interiors and exteriors of buses, taxis, and business vehicles,

signage posted on the exterior of one's own brick-and-mortar location, banners, posters, and much more. Mandera (2004) claims that even though other media like print, radio, and television generate high revenue with advertising, out-of-home advertising like banners and billboards can be much more effective than advertising in print and electronic media. This is due to many factors that favor outdoor media as a form of marketing communication.

Today, most people spend more time outside than inside. Unlike television or radio advertising, which is aired for only a few seconds, outdoor advertisements, like billboards and digital signage, are available to consumers around the clock. Belch and Belch (2004) assert that messages are delivered continuously and frequently via outdoor advertising. Writers such as Berkoulitzetal (1994) say that the visibility of outdoor advertisements favors mental reinforcement for well-known products and its relatively low cost makes it a flexible alternative.

The field of advertising in Ethiopia, particularly in Addis Ababa, is experiencing significant changes as the nation embraces modern technology and digitalization. Let us explore recent research findings and emerging trends in this dynamic landscape. In the era of digitalization, traditional advertising methods are giving way to digital marketing strategies. Digital advertising platforms, including social networks, search engines, and mobile applications, are gaining importance. (Cheffy & Ellis-Chadwick, 2022) These platforms allow for precise targeting, real-time analytics, and personalized messaging. TV ads continue to play a crucial role in Addis Ababa. Research has explored their impact on consumer behavior. Understanding how Addis Ababa consumers rely on television ads and how these ads shape their buying habits is essential for advertisers. Research has examined the effect of media advertising on consumer behavior within the real estate sector. The study focused on the customers of these real estate companies in Addis Ababa.

The findings of this research shed light on effective advertising strategies for the real estate industry in the city. Concerning the challenges and opportunities of digital advertising, it is documented in the vast array of contemporary literature that, while digital advertising offers exciting opportunities, challenges remain. These include limited Internet penetration, language diversity, and cultural nuances (Yangang, 2023). In this sense, advertisers must navigate these complexities while tailoring their messages to resonate with the diverse population of Addis Ababa. In summary, the advertising landscape in Addis Ababa is evolving rapidly, driven by

digitalization and changing consumer behaviors. Advertisers should stay informed about emerging trends and adapt their strategies accordingly.

The focus of this research is Addis Ababa, the capital city of Ethiopia, at the crossroads of tradition and modernity. Nestled in the highlands, it boasts a rich cultural heritage while simultaneously striving for urban development. As the seat of the African Union and numerous international organizations, Addis Ababa plays a pivotal role in shaping regional policies and fostering diplomatic relations.

However, beneath its bustling streets and vibrant markets lies a challenge: the absence of a robust digital promotion and advertising infrastructure. In an era where cities are defined by their technological prowess, Addis Ababa is grappling with bridging this gap. The lack of a modern system hinders its ability to showcase its potential as a true metropolitan hub. Additionally, the trends in outdoor advertising and communication in the city warrant a closer examination. How can billboards, signage, and digital displays contribute to the socio-economic fabric of Addis Ababa? What impact do these visual channels have on commerce, tourism, and community engagement? These questions form the crux of our research as we dive into the dynamics of urban communication in this dynamic African city. By weaving tradition, progress, and communication together, Addis Ababa invites us to explore its multifaceted narrative. Therefore, this study answers the following research questions.

1) What is the current status of outdoor advertising and promotion in Addis Ababa?

2) How does a new advertising and promotion platform contribute to emerging business and global trends in advertising and communication?

3) What are the socioeconomic and technological contributions of digital advertisement and promotion to Addis Ababa City Administration?

Addis Ababa, Ethiopia’s rising capital in the highlands bordering the Great Rift Valley, is the capital city of Ethiopia and the African Union. It is the country’s commercial and cultural hub. Addis Ababa is the third-highest capital in the world, with a population of about 8,000,000 living in ten subcities and one hundred woredas. The city is often called the "African Capital" due to its historical, diplomatic, and political significance for the

continent. The headquarters of the African Union and the Economic Commission of the United Nations for Africa are located in the city. The United States and the European Union have two delegations each in Addis Ababa, one for bilateral relations with Ethiopia and one for the African Union.

Hence, Addis Ababa is an important administrative center not only for Ethiopia but also for the whole of Africa. This historically significant city, in its enchanting geopolitical hub of the East African setting, is recognized as one of the most fascinating and attractive touristic cities in the world.

The city has experienced a surge in construction, with numerous tall buildings emerging in various locations. In addition, a variety of luxury services have become available, and the construction of shopping malls has recently increased. The city's abundance of day spas has earned it the nickname "the spa capital of Africa." Addis Ababa serves as the central hub of a well-connected road network and acts as the terminus of a rail link to Djibouti City, a port located on the Gulf of Aden. In addition, a mid-level train serves the daily transportation needs of 500,000 individuals. The city has also introduced modern taxi services, such as ride-sharing and pick-up services, along with a light rail transportation system. However, it is important to note that current advertising and communication platforms in the city do not align with the rapid development of local businesses.

2.Theoretical framework

In this work, the theoretical framework of semiotic discourse analysis (SDA) is used to approach the analysis. SDA is a comprehensive approach to understanding meaning in digital communication and also extends to digital outdoor communication. Just as SDA examines signs and symbols in online content, it can be applied to analyze the semiotics of digital outdoor advertisements. By considering the dynamic relationship between signifiers, signifieds, and interpreters, the SDA allows for a deeper understanding of how these advertisements convey meaning to their audience (Chandler, 2007; Danesi, 2009).

In the realm of outdoor digital advertising, SDA can uncover the intended meaning behind the visual elements, symbols, and messages used in these advertisements. It can reveal how these signs evoke emotions, shape perceptions, and influence consumer behavior in outdoor settings (Wodak & Meyer, 2016). By analyzing visual design and symbolic representations on digital billboards or signage, SDA can provide information on how these

advertisements capture attention, communicate brand messages, and create connections with the audience.

Moreover, SDA's recognition of the multimodal nature of communication is particularly relevant to digital outdoor advertising (Scollon & Scollon, 2008). Beyond words, outdoor digital advertisements often incorporate visuals, sounds, and interactive elements to engage viewers. SDA can analyze the interaction between these different modalities, examining how they work together to convey meaning and create impactful advertising experiences.

3. Methodology

Methodology: In our quest to uncover the gaps in outdoor communication and advertising within Addis Ababa, we used a rigorous research design. Here is how we navigated this terrain:

Data Collection Techniques

Observation in Selected Sub-Cities: we meticulously observed outdoor communication channels across strategically chosen sub-cities within Addis Ababa. This on-the-ground approach allowed us to witness first-hand the nuances of billboards, signage, and other promotional displays.

Survey of Public Opinion: To gauge the pulse of the city, we conducted a comprehensive survey. By engaging with residents, we sought their candid thoughts on the current state of advertisements and communication.

Multifaceted Methods Our toolkit included various techniques such as tour observation, photography, drone videography, and document analysis. These methods acted as our lenses, revealing hidden patterns and gaps.

Videotape-Assisted Observation

Inspired by the work of Savenye and Robinson (1996), we recognized the value of videotape-assisted observation. This method allowed us to capture dynamic moments, decode visual cues, and examine the intricacies of outdoor communication. Written notes supplemented our video records.

Linear Information Processing Theories

Drawing from cognitive psychology and professional practice, we explored the impact of linear information processing theories based on Sucharitha et al. (2020). These theories, similar to the functioning of computer systems, shed light on how information flows, encoded, transmitted, received, and decoded, within the communication context. By understanding how individuals perceive and integrate information in a linear manner, we

deciphered the cognitive processes at play. These insights mirror the flow of information in the digital world. In summary, our research journey traversed the streets of Addis Ababa, capturing both tangible billboards and intangible cognitive pathways. Through this lens, we aim to pave the way for informed strategies and a more connected urban landscape.

The Importance of Urban Outdoor Digital Ad Industry

The Importance of Urban Outdoor Digital Ad Industry Outdoor advertising media is widely considered a prestigious industry, especially in the modern era we live in. It offers a wide variety of employment opportunities for graduates in fields such as communication, journalism, marketing management, accounting, information and communication technology (ICT), script writing, and security. Many of these professionals pride themselves on their progressive mindset, showcasing their position in a creative industry that values professionalism and eschews the rigid control often associated with advertising, which can taint the city's image.

The top agencies in this field operate on a meritocratic basis, where imagination and drive serve as the foundation for their competitive advantage. The progressive employment practices and formalities that exist within many agencies are not just for show, but genuinely reflect the values and ethos of the industry. However, beneath the surface lies a highly competitive business environment that requires a large workforce (Taylor et al., 2006; Hackley, 2005; Yamaoka & Akaoka, 2013).

Systematized urban outdoor signs create a beautiful scene on urban roads and public areas. As a form of business platform, digital advertisements and signs can contribute to attractive cityscapes. It influences architecture style and urban design in a positive way. Advertising content displayed on signage billboards or as posters is often of very high design quality and may be considered a form of city aesthetic, and light box advertising also contributes to a sense of place by displaying advertising options or markets to clients.

Digital signs have great potential to contribute to the attractiveness of highways and market places in the city. Huge digitalized promotions or advertisements stretched against building walls or across building facades to reveal attractive building renovations or constructions also provide huge artistic possibilities. One of the latest advertising trends, car or bus wrapping, together with other forms of mobile advertising, often makes a very striking visual contribution. Digital advertisements contribute to the necessary visual diversity, interest, and quality needed for drab and dreary

environments. High-quality Street and advertising furniture may, for instance, make an important contribution to streetscapes, while the use of banners may create a rather festive atmosphere.

It may also play a role in improving the local colors or good looks of places, thus contributing to attractive environments for tourists. More permanent signs and advertisements, such as signs on top of skyscrapers, may contribute to the visual scene by forming prominent landmarks. The large-scale application of outdoor advertisements and signs creates very striking nightscapes in entertainment and shopping districts such as Piccadilly Square in London (as visited by one of the project team members), Madison Square, Tokyo's Ginza district and the Strip in Las Vegas, which can be seen as world-renowned tourist attractions.

Compared to other media outlets, economic efficiency in terms of low production costs and low cost per thousand exposures is another advantage of outdoor advertising (Taylor et al., 2006; Yamoka & Akaoka, 2013). In addition, while authors like Donthu et al. (1993) and Shimizu (2002) advocate the strength of outdoor advertising, which includes geographic flexibility for segmentation by location, Taylor et al. (2006) assert that outdoor advertising was rated higher in terms of ability to attract new customers. The fact that outdoor advertising reaches its audience and, using the terminology of Fabrey (2002: 34), "people cannot switch it off or 'throw it out' gives the beneficiary the opportunity to have a captive audience.

Description of products and services

The Digital Advert Company is considering a change to create and provide an outdoor advertising platform from which to promote existing products on the market. The past experience in the market shows messed up displays of banners that easily get ruined and contribute negatively to the beautification of the city. However, the research team has studied the current state of the industry and plans to enable and capitalize on the growing trend of synchronized benefits of outdoor advertising for the general economy of city administration, cityscape or beatification, unemployment mitigation and outdoor display. Digital signage and light boxes promote products and services in an entirely new market, increase revenue and growth projections, and allow customers to purchase products from the comfort of their own home.

A product is a bundle of need-satisfying features that is exchanged, generally, for a financial price. It encompasses both tangible aspects, such as packaging, quality, and brand, as well as intangible attributes. The

packaging and labeling of the product also serve as marketing communication tools.

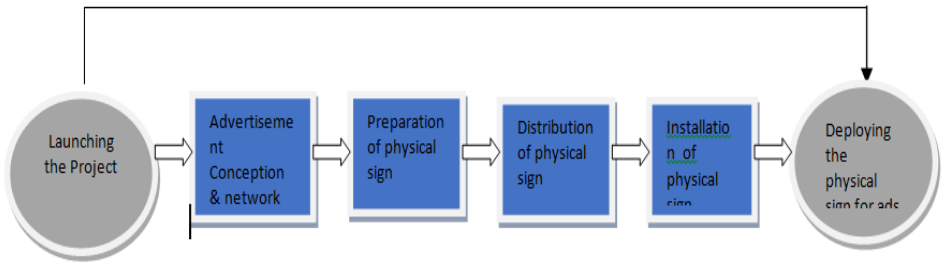

Fig. 1: Digital Signage Advertising Network (Bauer, Ch., Kryvinska, N. & Strauss, Ch. (2016)

For interactive digital signage, the respective hardware must be installed on site with every display on the network that should have the specific functionality. Networking is a typical interaction modality; it certainly requires a display that has networked functionality to enable this type of interaction. Using the posture of a consumer as a trigger for the selection of advertisements requires other hardware. To have a centrally regulated consumer product interact with a digital signage system from office distribution, it must be connected to the premises.

The product concept identified above is: the core product is named as an ad for digital signage, and the basic product is termed an ad. of Light Box and the expected online advertisement. The product refers to the fundamental need that is satisfied by using the product, such as brands, new arrivals, products of big manufacturing extended to the basic product, and the expected product, which refers to the specific features that the consumer expects to obtain when buying the product, all going to be advertised.

4. Analysis and discussion

4.1. The need for technology considerations

Modern advertising agencies offer a plethora of services that extend beyond traditional marketing channels and add significant value to their clients' businesses. In developing countries like Ethiopia, the advertising industry plays a crucial role in the economy, providing employment opportunities for a large number of individuals.

Within this dynamic industry, talented artists have the opportunity to create visually captivating advertisements that surpass the limitations of text-based promotions. Advertising agencies in Ethiopia are equipped with specialized

knowledge in typography, print technology, graphic design, and photography, allowing them to craft compelling campaigns that resonate with the target audience.

Despite the advances in digital marketing worldwide, studies conducted by Andinet and Roger (2017) have revealed that billboards remain the most popular medium for advertising in countries like Ethiopia. This preference for outdoor advertising signifies the enduring impact of traditional marketing strategies in regions where digital infrastructure may still be developing. As the global industry progresses, advertising firms in less developed nations must adjust their strategies to include a mix of traditional and digital methods to meet their clients' varied requirements and stay up-to-date with global transformations.

Outdoor ads in Addis Ababa have the advantages of high visibility, broad coverage at the local level, and new technologies (3D). Digital technology, although its deployment seems expensive, reduces the regular cost of producing promotional print brochures, videos, CD-ROMs, and DVDs for circulation. A major factor in the wide-spread growth of this technology was the fall in the price of LCD screens, which are considered the crucial hardware component in digital signage. Electronic displays (that is, digital) used for digital signage offer new opportunities and advantages compared to traditional 'static' signage. For example, digital technology allows information to be displayed in the form of dynamic multimedia presentations containing audio, video, and animated content.

The importance of digital outdoor advertising is highlighted by Roberts (2018), who mentions three major benefits: motion and animation, flexibility, and dynamic capabilities. Roberts (2018) argues, citing Koeck and Warnaby (2014), that the incorporation of full-motion technology into digital signage effectively attracts the attention of the passing target audience and consequently generates increased sales revenues.

4.2. Limitations of outdoor advertising in Addis Ababa

Observational analysis

The most common forms of outdoor advertising in Addis Ababa, which is the seat of the African Union and a city where embassies of various countries are located, are posters, banners, and billboards. The state of the city requires it to remain clean and become a source of attraction. It is also required to establish and maintain its aesthetic value, as it is an international

city and the capital city of the country where representatives of people from all over the African continent and the rest of the world come to visit or reside. However, Bankole (2013) argues that graphic environmental signs such as posters can have an impact on both the quality of life of people and the environment. He also asserts and mentions in the Nigerian case that Nigerian signs and billboards could be classified as environmental pollution due to the issues they generate, which impact urban planning in Nigerian cities.

Given that outdoor advertisements such as billboards and posters are often the first impressions tourists and foreigners have upon arrival, it is crucial that they are visually appealing and strategically placed throughout the city. It is recommended to replace some traditional signs with digital alternatives to enhance impact and modernity. Otherwise, they will devastate both the city and the country. Supporting this claim, contemporary scholars like Dahlen (2001) argue that outdoor advertising, such as banners, unless they are designed in a well-thought-out manner in such a way that they can easily attract the attention of their target viewers, remains a liability to both the environment and the public.

Although outdoor advertising plays a crucial role in conveying advertisers' messages to their target audience, it also comes with limitations that hinder its effectiveness. Bankole (2013) highlights the significant issue of graphic communication and visual pollution resulting from improperly placed billboards, particularly evident in Nigeria. Instead of improving the environmental aesthetics of Nigerian cities, billboards often detract from their charm. A similar challenge is witnessed in Addis Ababa, where the lack of modern and digital advertising systems has led to the deterioration of the city's visual appeal. The frequent damage and disrepair of banner posters further worsen the city's aesthetics rather than serving their intended purpose. The juxtaposition of dilapidated banner posters against the backdrop of stunning architecture accentuates the urgent need to address the shortcomings of outdoor advertising in preserving the beauty of the city. Similarly, Nowghabi and Talebzadeh (2019) argue that city billboards and advertisements have exacerbated visual disturbances in this era of rapid urbanization. This form of visual pollution leads to mental confusion and hampers the intellectual concentration of individuals, with its effects and repercussions intensifying over time. It is evident that corrective measures are necessary to revitalize the city's allure and mitigate the negative impact of inadequate outdoor advertising.

It is documented in different contemporary literature, such as Nichfor (2014), Dahlen (2001), and Fabrey (2002), that the goal of marketing advertisements, including outdoor ones, is to create favorable attitudes or reinforce existing attitudes of the target audience regarding the brand or the item being advertised. To this effect, the quality of the outdoor advertisement matters a lot, but if otherwise, it will result in a distorted portrayal of the item or the brand under advertisement by the expected client.

Except in a few cases, most outdoor advertisements in Addis Ababa use traditional billboards characterized by low aesthetic value and clutter. It is written that images are worth a thousand words and that they either denote or connote good or bad messages to viewers. which have become causes of visual pollution in the city. Exposure to rain and the sun for an extended period of time usually damages the billboards, posters, and banners, which requires the advertiser to spend capital on the repair. One big issue in relation to damaged billboards is that their images give poor impressions to viewers. Since meaning is also made through connotations, especially from images, such damaged graphics are likely to trigger undesirable meanings among viewers. Dyer (1993) wrote that images are worth a thousand words and that they either denote or connote good or bad messages to viewers. In other words, unattractive outdoor advertising graphics send bad messages to the target viewer. What can be understood from oftentimes traditional ways of advertising is that they require the advertiser to make limitations within a certain time interval, oftentimes sreing additional costs.

Basay and Eteng (2021:1687) summarize the limitations of billboards as follows. Proliferation of billboards and other signs may result in the devaluation of property values in both residential and public places. Such billboards and maintenance, seen as both a symptom and a cause of urban blightloseart from issuappeal and roliferation, lack proper maintenance, and by their very nature, after a long time, they lose their aesthetic appeal, thereby contributing to urban decathe proliferation and creating untidy and unsafe envidevalue, especially from street vandals. In summary, the proliferation of outdoor ads and posters could devalue and even degrade the integrity of such places.

Similarly, a study by Natnael (2018) in Dessie town highlights that outdoor advertisements not only create visual clutter for users and customers but also lead to a metamorphosis of our city streets and buildings, causing them to lose their original identities and adopt a new persona. Frequently, Natnael noted, outdated banners and stickers remain affixed, causing visual

disturbance even after losing their relevance. People persist to keep these outdated advertisements displayed on building facades, contributing to urban decay in our cities and towns.

The Addis City Administration expected that by the time this study was conducted, they would be making efforts to keep the city clean and modern, which would meet the expectations of residents and visitors. As the following write-ups show, we read messages on many of the streets stressing the need for us to clean our city. In real terms, the hygiene of the city is maintained not only by refraining from throwing dirty things here and there. Rather, it is also maintained by making unattractive things unseen in parts of the city and then substituting them for attractive things.

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The Addis Addis Ababa City Administration, at the time of this study, was making efforts to keep the city clean and modern, which meets the expectations of residents and visitors. As the following write-ups show, we read messages on many of the streets stressing the need for us to clean our city. In real terms, the hygiene of the city is maintained not only by refraining from throwing dirty things here and there. Rather, it is also maintained by making unattractive things unseen in parts of the city and then substituting them for attractive things.

Fig. 6: Nailed, congested, and messed posters in Addis Ababa

Badly nailed poles are often likely to cause considerable damage to the environment and pose a threat to pedestrian safety if the nails fall to the ground. We can see from the second picture above that it is on the verge, despite the fact that it is heavily nailed to the pole. In addition, the text is upside down and the intended message is barely consumed. Basay and Eteng (2021) highlight that the issue also persists in Nigeria. They argue that posters and banners are commonly seen on the walls of residential and public buildings, fences, bus stands, electric poles, kerosene tanks, and even on previously mounted advertisement boards.

In some places, as shown below, one poster covers or blocks the other. It seems that the posters are competing with each other. The city appears absurd with respect to posters that are layered one upon the other, implying that it is a stage for illegally competing parties. Obviously, getting the necessary information from such disordered posters is difficult. In such a case, both the advertiser and the target consumer have nothing to gain from

the posters. Neither advertisers can get their message across to the target audience properly nor can the audience access it correctly. Some of them have faded colors, and only the board without the texts is left. Such advertising serves only to compromise the aesthetics of the city.

Addis Ababa can be considered a small Ethiopia. A tiny mistake in the city can destroy the image of the entire country. As discussed above, Addis Ababa city poles around streets and many places are increasingly untidy due to punches to hang posters. As the pictures shown above portray, some of the posters and billboards are so old that the messages on them have faded away; some of them have torn out and made the environment cluttered. Our Addis Ababa, a seat for many renowned companies and organizations, does not deserve such poorly managed and poorly administered outdoor advertising.

4.3. Benefits of introducing digital signages for Addis Ababa city administration

Analysis of public opinion

In a recent public opinion survey conducted in various parts of Addis Ababa, participants expressed their dissatisfaction with outdoor advertising. They found most of the ads unpleasant, contributing to a cluttered and untidy cityscape. Furthermore, respondents reported minimal recall of these messages, indicating that the impact of outdoor advertising is close to negligible.
The interviewees emphasized several key points:

Strategic Location Selection: To improve the effectiveness of outdoor advertising, specific locations should be carefully chosen. Placing ads in high-traffic areas or near relevant points of interest can enhance visibility and engagement.

Embrace Digital Advertising: The city should explore digital advertising options. In an increasingly connected world, digital billboards and screens offer dynamic content delivery and real-time updates, capturing the attention of passersby.

Simplicity and Visual Appeal: Many outdoor ads suffer from information overload. Passersby rarely have the time or inclination to read long messages. Instead, advertisements should focus on simplicity, using concise language and captivating visuals to grab consumers' attention quickly.

Professional Execution: The survey revealed that most outdoor advertisements lack professional execution. To have a lasting impact, companies must invest in well-designed and aesthetically pleasing visuals that resonate with the audience.

Traffic Flow Considerations: Some posters obstruct the movement of heavy traffic, causing inconvenience. Authorities should regulate placement to ensure that advertisements do not disrupt the flow of vehicles and pedestrians.

Government Oversight: The current state of outdoor advertising suggests inadequate government oversight. Posters, banners, and billboards should align with aesthetic standards, enhancing the overall urban environment.

In contrast to the situation in Addis Ababa, scholars emphasize that effective advertising aims to differentiate a company positively from its competitors. By doing so, it motivates customers to make purchases. Therefore, a concerted effort to improve outdoor advertising is essential for both businesses and the overall image of the city.

In support of the opinion of the interviewees, Schaeffler (2008) notes that digital signage is an answer to the challenges faced by advertising agencies, advertisers, and retailers because, as a technology, it presents new opportunities and alternatives that can help them remain relevant in the minds of consumers and move their businesses forward.

When asked what they know about overseas advertisements, most of them responded that outdoor advertisements abroad are pleasing and invite readers or information consumers. An interviewee city dweller argued that even big companies in Ethiopia have cluttered advertisements that damage their good name rather than helping sell their products. This interviewee adds that outdoor ads have ruined the city as most of them are below standards. Overall, the survey shows that the residents feel that outdoor advertisements in Addis Ababa are not attractive and convey the right information and need to be managed.

A survey conducted by Natnael (2018) in the town of Dessie highlighted that outdoor advertisements create problems for towns due to their substandard quality. The placement of these boards is often incorrect and lacks integration with existing building designs. Additionally, these ad campaigns tend to obscure the architecture and diminish the integrity of the architects' work. The intricate graphic images used in these advertisements often confuse the target audience, leading to a loss in their intended purpose.

On the basis of past studies and observations, it is evident that digital signage outperforms traditional billboards and posters in terms of benefits. First of all, the installation of digital signage immediately reduces costs by reducing the use of paper and printers. During the lifetime of a digital signage unit, the city administration will save thousands of dollars on paper, poster, and printer toner. As the country is now in a critical shortage of foreign currency, reducing such costs is not an option but a mandatory one. Second, digital signage plays a crucial role in maintaining the aesthetics of cities and towns by providing a modern and organized way to convey information. This not only enhances the visual appeal of the surroundings, but also creates a welcoming environment for information consumers. By keeping the information clear and easily accessible, digital signage ensures that individuals are satisfied with the experience, leading to increased engagement with the content displayed. As a result, people are more likely to read and understand the ads more thoroughly, effectively capturing their attention and conveying the intended message. Ultimately, this seamless integration of digital signage contributes to a more informed and connected community, fostering a culture of engagement and communication.

4.4. Development of information dissemination

Addis Ababa, as the capital city, hosts various national public holidays and national and international events. It also hosts various summits where highly dignified personalities are present. Information about events, if there are many digital signage and light boxes, can be rapidly disseminated. Important city events and campaigns, such as city hygiene and planting trees, initiated by Prime Minister Abiy Ahmed, can also be distributed quickly and efficiently. In one all-encompassing campaign, the city can reach a wider population by minimizing the hassle of assembling an army of leaflet distributors to distribute information, such as a tax collection campaign. Generally, digital signage helps attract the attention of citizens and effectively communicates important messages for civil causes on the streets of the city at minimal cost compared to print media.

Improvement of the city's image

The city's image will be highly elevated if the digital signage and light boxes are installed. Print displays have been an advertising staple for centuries, but it is time for big cities like Addis Ababa to consider alternatives. With so many distractions and the clutter they create later on, print advertising no longer has the attention-grabbing quality it once did. Today, people are more tuned into technology and are much more likely to

notice a high-quality digital display. This is helped by the fact that displays can produce much more brilliant colors and animations, giving them an edge over other forms of advertising. Print advertising is quickly made obsolete, and when it is no longer relevant, it has to be replaced, or it stays there and adds to the untidiness of the city. However, when working with a display, all a layout designer has to do is make a new file and upload it without causing any damage to the city, so there is no need for paper waste or extra purchases. Digital signs are better for the environment; they reduce paper waste that often makes the city dirty and unsanitary. For example, with print marketing, a major limitation has always been that every new advertisement requires a new process. In other words, every ad had to be designed, submitted, and printed, a process that could take a long time and was often expensive. The aspects of this process had to be repeated from poster to poster or from billboard to billboard.

Dramatic increase in revenue for the city

The installation of a digital signage network provides job opportunities for many employees, which in turn allows the city to collect a great deal of salary and income tax. Also, digital signage and light boxes will gradually replace traditional outdoor advertising such as poster banners, billboards, etc., most of which are not paying taxes now. The city administration will collect the income tax on the profits from the industry. In addition, the city administration will collect the lease tax. City revenue from the digital advertising and communication industry could be a bigger leap forward.

Attractions for investors and tourists

Unlike print advertising, which has to be manually placed or even manually designed on a surface, layout designers can instantly upload their work to a display with a couple of button presses. This allows for much faster implementation, which is ideal for companies and organizations in the city that engage in time-sensitive advertising. Many attendees, especially foreign visitors who have already gotten used to digital signage, prefer digital channels of communication over non-digital ones. Therefore, digital signage allows the city administration to accommodate this expectation. Digital signs attract more attention than static banners by using high-definition motion graphics and videos. In view of this, digital signage advertising promotes tourism and national heritage by changing the face of advertising.

5. Conclusions

The impact of digital advertising and communication on target viewers, particularly in terms of creating and enhancing awareness, is substantial. Its high reach and frequency of exposure make it highly effective, especially for commuters. Installing digital signage in the city can significantly improve its image and attractiveness. Although print displays have been a long-standing advertising medium in the city, it is crucial to consider alternative approaches. Print advertising, once time-consuming and attention-grabbing, now faces challenges due to distractions and clutter. In contrast, digital displays have the advantage of capturing attention in a technology-centric world. With their ability to display vibrant colors and animations, digital displays outshine other forms of advertising. In Addis Ababa, where posters, banners, and billboards are the most common forms of outdoor advertising, the city's status as the seat of the African Union and home to various embassies necessitates cleanliness and attractiveness. Digital signs offer an environmentally friendly solution by reducing paper waste, which often contributes to untidiness. Traditional billboards, characterized by low aesthetic value and visual clutter, have become a source of visual pollution in the city, highlighting the need for a change toward modern digital advertising and communication. For an emerging city like Addis Ababa, embracing modern digital advertising and communication brings several advantages. The city, as the capital, hosts numerous public holidays and national and international events. With a network of digital signage in place, information about these events can be disseminated quickly and efficiently. In addition, modern advertising services provide added value to clients' businesses. The installation of digital signage not only reduces costs associated with paper and printing but also enhances the city administration's ability to disseminate information rapidly. This, in turn, elevates the city's image and significantly increases revenue generation.

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Ethiop.j.lang.cult.com.mun.2024, 9(1): 84-112
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ISSN: 2518-2919
https://doi.org/10.20372/ejlcc.v9i1.1757

Original Research

ልዕለአእምሯዊ የመጻፍ ብልኃቶች በተማሪዎች ልዕለአእምሯዊ የመጻፍ ብልኃቶች ግንዛቤና በመጻፍ ችሎታ ላይ ያላቸው ተጽዕኖ፤ በዘጠነኛ ክፍል አማርኛ አፍፈት ተማሪዎች ተተኳሪነት

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Abstract

This study investigated the direct and indirect effects of metacognitive writing strategies on students' metacognitive writing strategy awareness and writing performance. A quasi-experimental pre-test and post-test control group design was employed with 104 ninth-grade students from Memhir Akalewold secondary school. The experimental group received instruction in metacognitive writing strategies, while the control group followed conventional writing practices. Data were collected using writing tests and a metacognitive writing strategy awareness questionnaire. Structural equation modeling (SEM) was used to analyze the data. Results indicated that metacognitive writing strategies have significant positive direct effects on both metacognitive writing strategy awareness ($\beta = .811$, $p < .001$) and writing performance ($\beta = .646$, $p < .001$). Additionally, metacognitive writing strategies have a significant indirect effect on writing performance through metacognitive writing strategy awareness ($B = 7.830$, $t = 16.269$, $p = .037$). These findings suggest that incorporating metacognitive writing strategies into Amharic language teaching can enhance students' writing skills.

Keywords: metacognitive writing strategies, metacognitive writing strategy awareness, writing performance

Ethiop.j.lang.cult.commun.2024, 9(1): 84-112
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ISSN: 2518-2919
https://doi.org/10.20372/ejlcc.v9i1.1757

አሕጽሮተጥናት

የዚህ ጥናት ዋና አላማ ልዕለአእምሯዊ የመጻፍ ብልኃቶች በተማሪዎች ልዕለአእምሯዊ የመጻፍ ብልኃቶች ግንዛቤና በመጻፍ ችሎታ ላይ ያላቸውን ቀጥተኛና ኢቀጥተኛ ተጽዕኖ መፈተሽ ነበር። ፍትነትመሰል ቅድመትምህርትና ድኅረትምህርት ባለቁጥጥር ቡድን የምርምር ስልት የተከተለው ይህ ጥናት በደሴ ከተማ መምህር አካለወልድ ኹለተኛ ደረጃ ትምህርትቤት የተካሄደ ነው። የጥናቱ ተሳታፊዎችም በ2015 ዓ.ም. በዚሁ ትምህርትቤት ከዘጠነኛ ክፍሎች መካከል በቀላል የእጣ ንሞና በተመረጡ ኹለት የመማሪያ ክፍሎች የሚማሩ 104 ተማሪዎች ነበሩ። የፍትነት ቡድኑ ተማሪዎች የመጻፍ ትምህርቱን በልዕለአእምሯዊ የመጻፍ ብልኃቶች፣ የቁጥጥር ቡድኑ ተማሪዎች በመደበኛው ሥርዐተትምህርት መሠረት ለ10 ሳምንታት ተምረዋል። ኹለቱም ቡድኖች ከምርምሩ በፊትና በኋላ ተመሳሳይ ቅድመትምህርትና ድኅረትምህርት የመጻፍ ፈተና ተፈትነዋል፤ ልዕለአእምሯዊ የመጻፍ ብልኃቶች ግንዛቤ የጽሑፍ መጠይቅም ሞልተዋል። በቅድመትምህርት መረጃዎች የቡድኖቹ የዖታ ስብጥር በካይ ካሬ ቴስት፣ የዕድሜ ተመጣጣኝነት በነጻ ናሙና ቲ-ቴስት እንዲሁም የመጻፍ ችሎታና ልዕለአእምሯዊ የመጻፍ ብልኃቶች ግንዛቤ በባለብዙ ተላውጦ ልይይት ትንተና ተፈትሸው ቡድኖቹ ከተጠቀሱት ተላውጦዎች አኳያ ተመጣጣኝ ኾነው ተገኝተዋል። በድኅረትምህርት የተገኙ መረጃዎችም በመዋቅራዊ እኩልዮሽ ሞዴል ተተንትነዋል። የድኅረትምህርት የትንተና ውጤቱ እንዳመለከተው መጻፍን በልዕለአእምሯዊ የመጻፍ ብልኃቶች መማር የተማሪዎችን ልዕለአእምሯዊ የመጻፍ ብልኃቶች ግንዛቤ ($\beta = .811$, $t = 4.456$, $p < .001$) እና የመጻፍ ችሎታን ($\beta = .646$, $t = 6.3$, $p < .001$) የማሻሻል ቀጥተኛ አስተዋፆ አለው። እንዲሁም፣ ልዕለአእምሯዊ የመጻፍ ብልኃቶች በልዕለአእምሯዊ የመጻፍ ብልኃቶች ግንዛቤ አማካይነት የመጻፍ ችሎታን የማሻሻል ኢቀጥተኛ ሚና ($B = 7.830$, $t = 16.269$, $p = .037$) አሳይቷል። በመኾኑም፣ ልዕለአእምሯዊ የመጻፍ ብልኃቶች መጻፍን ለማስተማር ቢተገበሩ በአማርኛ ቋንቋ ትምህርት የሚያበረክቱት አስተዋፆ እንደሚኖራቸው ተጠቁሟል።

ቁልፍ ቃላት፤ ልዕለአእምሯዊ የመጻፍ ብልኃቶች፣ ልዕለአእምሯዊ የመጻፍ ብልኃቶች ግንዛቤ፣ የመጻፍ ችሎታ

Citation: Remla Ahmed, Marew Alemu and Selomie Zewedalem. (2024). Harnessing effective digital outdoor advertisement and communication in Addis Ababa city administration. *Ethiopian Journal of Language, Culture and Communication, 9*(1).84-112.
https://doi.org/10.20372/ejlcc.v9i1.1757

Submitted: February 2024 | *Revised: May 2024* | *Acceptted: June 2024*

1.የጥናቱ ዳራ

ልዕለአእምሮ ሰዎች ስለራሳቸው ሐሳብና የመማር አፈጻጸም ያላቸውን ግንዛቤና ቁጥጥር የሚመለከት (ክሮስና ፓሪስ፣ 1988) ራስመር አስተሳሰብ ነው (ጆኮብና ፓሪስ፣ 1987)። ተማሪዎችም የመማር ብልኃቶችን እንዲተገብሩ፣ እንዲቆጣጠሩና እንዲገመግሙ የሚያስችል፣ ጥንካሬና ድክመቶቻቸውን እንዲያስተውሉና ያስተዋሉትን ክፍተት መማርን ለማሻሻል እንዲጠቀሙበት የሚረዳ በመኾኑ የመማር ተግባራትን የሚቆጣጠር ከፍተኛ የማሰብ ደረጃ ነው (አክቱርክና ሳሂን፣ 2011)። በመኾኑም ማስተዋል፣ መገንዘብና መረዳት የመሳሰሉት ግንዛቤ ሲኾኑ ስለነዚህ ግንዛቤዎች ማሰብና በእነሱ ላይ ቁጥጥር ማድረግ ደግሞ ኹለተኛ ደረጃ ግንዛቤ ይኾንና ልዕለመረዳት፣ ልዕለግንዛቤ፣ ልዕለአእምሮ፤ የሚል የላቀ መጠሪያ ይፈጥራል (ፓፓሌዮንሽ ሎካ፣ 2003)። ቀድሞ ከነበረው "ስለማሰብ ማሰብ ወይም ስለግንዛቤ ያለን ግንዛቤ" ከሚለው ብያኔው በመስፋትም የአንድ ሰው አእምሯዊና ስሜታዊ ሁኔታዎች ዕውቀትና ኾንተብሎ የሚደረግ ቁጥጥር ነው። እንዲሁም፣ ጽንሰሐሳቡ ስሜትንና ተነሳሽነትን (ፓሪስና ዊናግራድ፣ 1990) በተጨማሪም ሥነልቡናዊ የሆኑ ጉዳዮችንም ያካትታል (ክሉዌ፣ 1982፤ ፓፓሌዮንሽ ሎካ፣ 2003)።

ልዕለአእምሮ ጥንታዊ መሠረት ያለው ሲኾን፣ ጽንሰሐሳቡና መጠሪያው ከሥነልቡና ባለሙያው ከፍላቬል ጋራ ጥብቅ ትስስር አለው (ስቴዋርትና ሌሎች፣ 2015)። የልዕለአእምሮ መተዋወቅ ዓላማም ግንዛቤን ማወቅንና መቆጣጠርን ለማመልከት ነው (ቤከርና ቤል፣ 2008)። ልዕለአእምሮን የመመርመር ጠንካራ ሥራ የተጀመረውም እ.አ.አ. በ1970ዎቹ መጀመሪያ የጽንሰሐሳቡ አባት በሚባሉት ፍላቬል ነው (ፍላቬል፣ 2004፤ ሃሪስና ሌሎች፣ 2009፤ ፓፓሌዮንሽ ሎካ፣ 2003፤ ፕሪቻርድ፣ 2009፤ ዊሊያምስና አትኪንስ፣ 2009)። በኋላም ፍላቬል በ1979 ምርምርን መሠረት ያደረገ የግንዛቤ ቁጥጥር ሞዴል ያዘጋጁ ሲኾን፣ በወቅቱ መጻፍን ጨምሮ በተለያዩ ጉዳዮች ላይ ከልዕለአእምሮ ጋራ በተያያዘ ጥናቶች እንዲደረጉ ተመራማሪዎችን ያበረታቱ ነበር (ሃሪስና ሌሎች፣ 2009)።

ልዕለአእምሮ በጽንሰሐሳብ ደረጃ ኹለት ታላላቅ ክፍሎች አሉት። የመጀመሪያው ግንዛቤን ማወቅ (knowledge of cognition) ተማሪዎች ስለብልኃቶቹ ወይም ስለግንዛቤያቸው የሚያውቁትን የሚመለከት ሲኾን፣ በውስጡ ገላጭ (declarative knowledge)፣ ሂደታዊ (procedural knowledge) እና ኹኔታዊ (conditional knowledge) ዕውቀቶችን ይይዛል (ሃሪስና ሌሎች፣ 2010፤ ጆኮብና ፓሪስ፣ 1987፤ ክሮስና ፓሪስ፣ 1988፤ ሽራው፣ 1998፤ ሽራውና ሞሽማን፣ 1995፤ ሽራውና ዴኒሰን፣ 1994)። ኹለተኛው ግንዛቤን መቆጣጠር (regulation of cognition) ደግሞ ተማሪዎች የራሳቸውን መማር ወይም ማሰብ ለመቆጣጠር የሚያከናውኗቸውን ድርጊቶች የሚመለከት ኾኖ (ሽራው፣ 1998) ግንዛቤ ወደተግባር የሚለወጥበት ገጽታ ነው (ጆኮብና ፓሪስ፣1987)። ራስመርነትን የሚጠይቀው ይህ ክፍል ኾንብሎ አእምሯዊ ተግባራትን በንቃት ማቀድን፣ መቆጣጠርንና መገምገምን ይይዛል። በመኾኑም ማቀድን፣ መቆጣጠርንና

መገምገምን የሚያካትቱት ልዕለአእምሯዊ ብልኃቶች ተማሪዎች ትምህርታቸውን የሚመሩባቸው፣ የሚቆጣጠሩባቸውና የሚከታተሉባቸው አጠቃላይ ብልኃቶች ናቸው (ሃሪስና ሌሎች፣ 2009፤ ሃሪስና ሌሎች፣ 2010፤ ጀኮብና ፓሪስ፣ 1987፤ ሽራው፣ 1998፤ ሽራውና ሞሸማን፣ 1995፤ ዊንደን፣ 1998)። እነዚህ ብልኃቶች ቋንቋ የመማር ስኬታማነትንና ግንዛቤን ያሻሽላሉ (መካሮና ኧርለር፣ 2008)። ከመጻፍ ጋራም ቀጥተኛ ግንኙነት አላቸው (አዚዚና ሌሎች፣ 2017፤ ቴንግ፣ 2019)። መጻፍ በግብመር ልዕለአእምሯዊ ቁጥጥርና ክትትል ለራስ ወይም ለሌሎች ሐሳብን ማፍለቅና ሐሳቡን በምልክቶች ወክሎ ማቅረብ ነው (ሃከርና ሌሎች፣ 2009)።

መጻፍን ለመማር፣ ለማስተማርም ኾነ ለመመርመር የሚያስችሉ የመጻፍ አቀራረቦች በየዘመኑ በነበሩ ንድፈሐሳቦች ላይ ተመሥርተው ተዋውቀዋል። እነዚህም ውጤታዊ፣ ሂደታዊ፣ ዘውጋዊና ሂደተዘውግ የመጻፍ ትምህርት አቀራረቦች ናቸው። የልዕለአእምሮ ጽንሰሐሳብ የተዋወቀው በኹለተኛው የመጻፍ ትምህርት አቀራረብ (በሂደታዊ አቀራረብ) ጊዜ ሲኾን፣ በወቅቱ የነበሩት ቀደምት የልዕለአእምሮ ሞዴሎች በእድገትና አእምሯዊ ሥነልቡና ልምዶች ላይ በመመሥረት ልዕለአእምሮ በማኅበራዊነት እንዴት እንደሚመሠረት ከማሳየት ይልቅ የልዕለአእምሮ አላባዎችን ወይም ግለሰቦች ራሳቸውን ወይም ግንዛቤያቸውን መቆጣጠር የሚያስችሉ መንገዶችን በመለየት ላይ ያተኩሩ ነበር (ላርኪን፣ 2009)። ይሁንእንጂ በቅርብ ጊዜ ጥናቶች እንደተመላከተው ማኅበራዊ መስተጋብር ለከፍተኛ የማሰብ ደረጃዎች መዳበር አስተዋፆው የጎላ ነው (ቴንግ፣ 2016)። ይህም በትብብር በመማር ኹኔታዎች ውስጥ በሚፈጠሩ መስተጋብሮች የተማሪዎች ልዕለአእምሯዊ ክሂሎች እንዴት እንደሚዳብሩ ያሳያል (ክሮስና ፓሪስ፣ 1988፤ ሽራውና ሌሎች፣ 2006፤ ሽራውና ሞሸማን፣ 1995)። ልዕለአእምሯዊ ትምህርት ከሚሰጥባቸው መንገዶች ውስጥም በተማሪዎች የአእምሮ ቀረበእድገት ውስጥ ሙያዊ እገዛ ማድረግና በትብብር መማር ይጠቀሳሉ (ፓሪስና ዊኖግራድ፣ 1990፤ ጎፕ፣ 2007)።

የመጻፍ ተግባርም አካባቢን፣ ግለሰባዊ ግንዛቤንና ስሜታዊ ጉዳዮችን የሚያካትት አእምሯዊና ልዕለአእምሯዊ ሂደት ነው (ላርኪን፣ 2009)። የተዋጣለት ጸሐፊ ለመኾን በመጻፍ ሂደት ውስጥ ከቃላትና ሰዋስው ዕውቀት ያለፉ ነገሮችን ማካተት የሚያስፈልግ ሲኾን፣ የመጻፍ ድርጊቶች በግል እቅድ፣ ተነሳሽነትና ቀጣይነት የሚከናወኑ በመኾናቸው ከፍተኛ ደረጃ ራስመርነትን ይጠይቃሉ (ዚመርማንና ሬዘንበርግ፣ 1997)። በመኾኑም ዚመርማንና ሬዘንበርግ በማኅበረአእምሯዊ ንድፈሐሳብ ላይ ተመሥርቶ የተዘጋጀውን የመጻፍ ማኅበረአእምሯዊ ሞዴል አስተዋውቀዋል። ሞዴሉ ልዕለአእምሮ በመጻፍ ሂደት ውስጥ ያለውን ሚና ለመረዳት ጠቃሚ ነው።

የተማሪዎች የመጻፍ አፈጻጸምና የራስመርነት እድገት ከአእምሯዊ ጉዳዮች በተጨማሪ ማኅበራዊ፣ ተነሳሶታዊና ባሕርያዊ ሂደቶችን ሊያካትት ይገባል። እነዚህን ነገሮች የሚያካትተው የመጻፍ ማኅበረአእምሯዊ ሞዴል የርስበርስ ሚና ለዋጭ መስተጋብር ያላቸውን ሰው (ግለሰብ)፣ አካባቢና ባሕርይ የተሰኙ ሦስት

የራስመርነት መሠረታዊ ነገሮችን የያዘ ነው። ሰው (ግለሰብ) የሚባለው አእምሯዊ ወይም ስሜታዊ ብልኃቶች አጠቃቀም ሲኾን፣ አካባቢያዊ ሂደት ደግሞ ጸሐፊዎች የሚጽፉበትን አካላዊ ወይም ማኅበራዊ ዐውድ የሚመለከት ነው። ባሕርያዊ ሂደቶችም ከመጻፍ ጋራ የተዛመዱ አፈጻጸሞች ናቸው። መስተጋብሩ የሚፈጠረው ግለሰባዊ ተጽዕኖዎች በባሕርይ ላይ፣ ባሕርይ ደግሞ በአካባቢና በግላዊ ስሜቶች ላይ እንዲሁም አካባቢ በግላዊና ባሕርያዊ ሂደቶች ላይ ተጽዕኖ በማድረሳቸው ነው። ይህ ዙርመጥ (cyclic) ራስን የመምራት ሂደት ጸሐፊዎች እየተጠቀሙበት ያለው የመጻፍ ብልኃት ስኬታማ ስለመኾን አለመኾኑ ራሳቸውን እንዲቆጣጠሩ ያስችላቸዋል (ዚመርማንና ሬዘንበርግ፣ 1997)።

ምንም እንኳ በቀደምት የመጻፍ ሞዴሎች ማለትም በፍላወርና ሔይስ ሞዴል ውስጥ የመጻፍ ተግባሩ የሚከወንበት አካባቢ እንደአንድ ክፍል የተወሰደና በቤሪተርና ስካርዳማሊያ ሞዴል ውስጥ ደግሞ ራስመር ብልኃቶች የመጻፍ ጠቃሚ ገጽታ መሆናቸው የተብራራ ቢኾንም፣ ኹለቱም ሞዴሎች በተማሪዎች የመጻፍ ብቃት አእምሯዊ ሂደት ሚና ላይ ያተኩራሉ። ይኹንእንጂ የመጻፍ ሂደት አእምሯዊ ብቻ ሳይኾን ማኅበራዊ፣ ተነሳሶታዊና ባሕርያዊ ሂደቶችን የሚያካትት ነው (ዚመርማንና ሬዘንበርግ፣ 1997)። በመኾኑም የመጻፍ ማኅበረአእምሯዊ ሞዴል በቀደምት ሞዴሎች አነስተኛ ትኩረት በተሰጣቸው ምክንያቶች በልዕለአእምሮና በመጻፍ ሂደት መካከል ያለውን ሚና በማሳየት ረገድ አስተዋፆ አበርክቷል። ይኸውም ጸሐፊዎች በመጻፍ ድርጊታቸው ላይ ኾን ብለው በንቃት እንዴት ቁጥጥር ማድረግ እንደሚችሉ በመጻፍ ውስጥ ባሉ የራስመርነት ሂደቶች በግልጽ ያቀረበ ነው። እንዲሁም ሞዴሉ ጸሐፊዎች የሚሠሩትን ብቻ ሳይኾን እየተሻሻሉ ሲሄዱ የተለያዩ ግቦችን ለማሳካት የተጠቀሙባቸውን ሐሳቦች፣ ስሜቶችና ከለውጥ ጋራ የተያያዙ ብልኃቶች በማስተዋወቅ የሚያልፉባቸውን ሂደቶች ያመላክታል (ሀሪስና ሌሎች፣ 2009)።

በመኾኑም፣ የተማሪዎች የብልሃቶቹ ግንዛቤ ማደግና የመጻፍ ችሎታ መሻሻል ከልዕለአእምሯዊ የመጻፍ ብልኃቶች ጋራ የተያያዘ ሊኾን ስለሚችል ብልኃቶቹ በአማርኛ ቋንቋ መጻፍን ለማስተማር ያላቸውን ሚና መፈተሽ ተገቢ ይኾናል። ይህ ጥናትም ልዕለአእምሯዊ የመጻፍ ብልኃቶች በተማሪዎች ልዕለአእምሯዊ የመጻፍ ብልኃቶች ግንዛቤና በመጻፍ ችሎታ ላይ ያላቸውን አስተዋፆ መርምሯል።

2.የጥናቱ መነሻ ምክንያት

መጻፍ፤ እንደርዕስ መምረጥ፣ ማቀድ፣ ሐሳብ ማፍለቅ፣ ማደራጀት፣ መጻፍና መከለስ ያሉ ከፍተኛ ደረጃ አእምሯዊ ሂደቶችንና ብልኃቶችን (ፍላወርና ሔይስ፣ 1980፤ ሃሪስና ሌሎች፣ 2008) እንዲሁም እንደፊደላትን መለየት፣ የእጅ ጽሑፍ፣ ሥርዓተነጥብ ያሉ ዝቅተኛ ደረጃ ክሂሎችን ያካትታል። በዘመናዊ የመጻፍ ሞዴሎች መሠረት ይህ ክሂል በተፈጥሮው አእምሯዊ፣ ሥነልሳናዊ፣ ስሜታዊ፣ ባሕርያዊና አካላዊ እንዲሁም በሰፊ ማኅበረባህላዊ ዐውድ ውስጥ የሚሠራ ነው (ሃሪስና ሌሎች፣ 2010)። በመጻፍ ሂደት ሐሳብን ለማቀናጀት፣

ለማዳበርና ለመተንተን ደግሞ ንቁ ጥረትና ልምምድ ይጠይቃል (ፍላወርና ሔይስ፣ 1980፤ ሃሪስና ሌሎች፣ 2008)።

ይኹንእንጂ በኹለተኛ ደረጃም ኾነ በዩኒቨርስቲ የሚገኙ ተማሪዎች በኹለቱም የመጻፍ ደረጃዎች የመጻፍ ችግር ያጋጥማቸዋል (ዐቢይ፣ 2013፤ ዳዊት፣ 2008፤ ሳድለርና ሌሎች፣ 2004፤ ዌይ፣ 1998)። በተለይም ዝቅተኛ የመጻፍ አፈጻጸም ያላቸው ተማሪዎች ከሚያጋጥሟቸው ችግሮች መካከል በዝቅተኛ ደረጃ የፊደላት፣ የሰዋስው፣ የሥርዐተነጥብና የእጅ ጽሑፍ ችግሮች ሲኾኑ፣ በከፍተኛ ደረጃ ደግሞ ማቀድ፣ ሐሳብ ማፍለቅ፣ ይዘቶችን ማደራጀትና መከለስ ናቸው (ሳድለር፣ 2006፤ ዌስትውድ፣ 2008፤ ዘለቀ፣ 2014)። የመጻፍ ችግር ያለባቸው ተማሪዎች ደግሞ በእነዚህ የመጻፍ ሂደቶች ለማለፍ ፈቃደኛ አይኾኑም (በበርኒንገርና ሌሎች፣ 2002 ዋቢ የተደረጉት ዎጃሲንስኪና ስሚዝ፣ 2002 እንደጠቆሙት)።

እነዚህ የተማሪዎች የመጻፍ ችግሮች በተወሰኑ አካባቢዎች (ሀገራት) ብቻ የሚከሰቱ እንዳልሆኑ በተለያዩ ሀገራት የተደረጉ ምርምሮች አመላክተዋል (በኮስተርና ሌሎች፣ 2015 ዋቢ እንደሆኑት፣ ሄንከንስ፣ 2010፤ ኩሊማየርና ሌሎች፣ 2013፤ ሳልሁዲንና ሌሎች፣ 2008)። በአሜሪካ በርካታ ተማሪዎች የመጻፍ ችግር እንዳለባቸው የጠቆሙት ዳቸክና ኩቢና (2012) ብዙዎቹ መሠረታዊ የሚባል ወይም ከዚያ በታች የመጻፍ አፈጻጸም እንደሚያሳዩ አስረድተዋል። በዚሁ ሀገር በ1998ና 2002 እ.አ.አ. የ4ኛ፣ የ8ኛና የ12ኛ ክፍል ተማሪዎች በየክፍል ደረጃቸው ከሚፈለጉ የመጻፍ ችሎታዎች መካከል ሊያሳኩ የቻሉት ከፊሉን ሲኾን፣ 25% ያህሉ ብቻ ብቁ ጸሐፊዎች ኾነው ተገኝተዋል (በሃሪስና ሌሎች፣ 2009 ዋቢ የተደረጉት ፐርስኪና ሌሎች፣ 2003 እንደገለጹት)፡ ፡ እንዲሁም፣ ከአምስት የመጀመሪያ ዓመት የኮሌጅ ተማሪዎች አንዱ/ዷ ማጠናከሪያ የመጻፍ ትምህርት የሚፈልጉ ሲኾኑ፣ ከአዲስ ገቢ የኮሌጅ ተማሪዎች ውስጥ ደግሞ ከግማሽ በላይ የሚሆኑት ከስሕተት የጸዳ ጽሑፍ መጻፍ አልቻሉም (በሃሪስና ሌሎች፣ 2006 ዋቢነት በአካዳሚክ ሴኔቶች ኮሚቴ፣ 2002 በቀረበ ሪፖርት መሠረት)።

ብዙዎቹ የመጻፍ ችግር ያለባቸው ተማሪዎች ተስማሚ የመማር ብልኃቶች ግንዛቤ የሌላቸው ሲኾን፣ (ግርሃምና ሃሪስ፣ 2009) ለመጻፍ ያላቸው ተነሳሽነትም ዝቅተኛ ነው (ግርሃምና ሃሪስ፣ 2009፤ ክሊሞቫ፣ 2014)። ችግሮቹ ከሚመነጩባቸው መነሻዎች ውስጥም አንዱ አእምሯዊ ሂደቶችን መቆጣጠር አለመቻል እንደኾነ በዌይ (1998) ዋቢ የሆኑት፣ ሃሪስና ሌሎች (1994) ጠቁመዋል። ከዚሁ ጋራ ተያይዞ የተለያዩ የመማር ብልኃቶች ቢኖሩም ከሌሎቹ ይልቅ ልዕለአእምሯዊ የመማር ብልኃቶች ተማሪዎች አፈጻጸማቸውን፣ ቁጥጥራቸውንና የወደፊት አቅጣጫቸውን ለመወሰን በጣም ጠቃሚ ናቸው (አንደርሰን፣ 1991፤ ፍላቬል፣ 2004፤ ሽራው፣ 1998)። በቋንቋ መማር ምርምሮች እንደታየውም ጥሩ የቋንቋ ችሎታ ያላቸው ሰዎች ስለልዕለአእምሮ ግንዛቤ ያላቸው ሲኾን፣ ልዕለአእምሯዊ ብልኃቶችን መጠቀም የሚችሉ ናቸው (በሊና ማክ፣ 2018 እንደተጠቀሱት፣ ቤከር፣ 1989 እንደገለጹት)።

በመሆኑም፣ የተማሪዎችን የመጻፍ ችሎታ ለማዳበር ሲታሰብ፣ መጻፍን ለመማር እየተጠቀመበት ያለውን ብልኃት መመርመርና ውጤታማ ብልኃቶችንና የማስተማሪያ መሣሪያዎችን መጠቀም ከግንዛቤ ማስገባት ጠቃሚ ነው (አክስፎርድ፣ 1990፤ ዌስትውድ፣ 2008)። የመጻፍ ክሂል እንዳይሻሻል አስተዋፆ የሚያደርጉ አእምሯዊ፣ ማኅበራዊ፣ ባህላዊና ሌሎች ጉዳዮች ቢኖሩም፣ ክሂሉን ለማሻሻል ከሚወሰዱ እርምጃዎች መካከል አንዱ ተገቢ የመማር ብልኃቶችን መጠቀም ነው (ክሊሞቫ፣ 2014)። በኹለተኛ ደረጃ ትምህርትቤቶች ከሚያስተምሩ የአማርኛ ቋንቋ መምህራን ጋራ በተደረገ ውይይትም መጻፍን የሚያስተምሩት፣ ተማሪዎቹ በተወሰነ ርዕሰጉዳይ ላይ እንዲጽፉ በማድረግ የጻፉትን ጽሑፍ በመገምገም ወይም በክፍል ውስጥ እንዲያቀርቡት በማድረግ ነው። ከዚህ ባለፈ ተማሪዎቹ ከመጻፋቸው በፊት እንዲያቅዱ፣ የመጻፍ ሂደታቸውን እየተቆጣጠሩ እንዲጽፉና አፈጻጸማቸውን እንዲገመግሙ እንደማያደርጉ ለማወቅ ተችሏል። የተማሪዎችን መጽሐፍ በመቃኘት እንደታየውም የመጻፍ ትምህርት በዘጠነኛ ክፍል የአማርኛ ቋንቋ መማሪያ መጽሐፍ ውስጥ በልዕለአእምሯዊ የመጻፍ ብልኃቶች የተደራጀ አይደለም። በመሆኑም፣ ብልኃቶቹን መጠቀም ለመጻፍ ችግር የመፍትሄ አማራጭ ሊሆን እንደሚችል መታመኑ ይህ ጥናት እንዲጠና ያነሳሳ ዋና ምክንያት ሆኗል።

በርካታ ጀማሪ ጸሐፊዎች ከሚያጋጥሟቸው ችግሮች መካከል ብዙዎቹ የመጻፍ ሂደትን ካለመቆጣጠር ጋራ የተያያዙ ናቸው (ሃሪስና ሌሎች፣ 2009)። ስለሆነም በልዕለአእምሯዊ ብልኃቶች ትምህርት ተማሪዎች ስኬታማ እንዲሆኑ የተለያዩ የመማር ብልኃቶችን ምንነት፣ መቼና እንዴት መጠቀም እንደሚገባቸው በግልጽ ማስተማር ይገባል (አንደርሰን፣ 2002)። ልዕለአእምሯዊ የብልኃቶች ግንዛቤም በልዕለአእምሯዊ ብልኃቶች ምርጫና አጠቃቀም እንዲሁም በቁጥጥር ሂደቱ ላይ ተጽዕኖ ያለው ሲሆን፣ ይህም በአፈጻጸም ላይ ተጽዕኖ ያሳድራል (ኮርኖልዲ፣ 2010)።

ከዚህ ጋራ በተያያዘ ልዕለአእምሯዊ ብልኃቶች ግንዛቤ በአንድ በኩል ግንዛቤን እየተቆጣጠሩ በመማር ላይ አዎንታዊ ተጽዕኖ ያለው ሲሆን፣ ለግንዛቤ ቁጥጥር ቅድመሁኔታ በመሆን ያገለግላል (ኮርኖልዲ፣ 2010፤ ዌንደን፣ 1998)። በሌላ በኩል ልዕለአእምሯዊ ብልኃቶች ግንዛቤ ጸሐፊዎች በመጻፍ ሂደታቸው ጊዜ ልዕለአእምሯዊ ቁጥጥር ለማድረጋቸው አስፈላጊ ቢሆንም በቂ ወይም ዋስትና አይሆንም (ሐንና ስቴቨንሰን፣ 2008፤ ዋንግና ሐን፣ 2017)። የልዕለአእምሯዊ ብልኃቶች ግንዛቤ ያላቸው ተማሪዎች የግድ ግንዛቤያቸውን ላይቆጣጠሩ ይችላሉ (ሜቫሪችና አምራኒ፣ 2008፤ ቱንግ፣ 2016)። አንዳንድ ተማሪዎች ገላጭ ልዕለአእምሯዊ ዕውቀት ኖሯቸው ይህን ዕውቀት ግን ችግር በመፍታት ሂደት ውስጥ ተግባራዊ ማድረግ አልቻሉም (በሜቫሪችና አምራኒ፣ 2008 ዋቢ አድንደሆኑት፣ ሽራው፣ 1994፤ ቮሌት፣ 1991)።

በዚህ ጉዳይ ላይ በተደረጉ ምርምሮችም የመጻፍ ብልኃቶች ትምህርት በተማሪዎች የብልኃት ግንዛቤ ላይ አዎንታዊ ተጽዕኖ እንዳለው ያሳዩ ጥናቶች አሉ (ቼን፣ 2022፤ ሴር፣ 2019)። ከእነዚህ የጥናት ውጤቶች በተቃራኒ

ልዕለአእምሯዊ የመጻፍ ብልኃቶች ትምህርት የተማሪዎችን የመጻፍ ውጤት ያሻሻለ ሲኾን፣ በተማሪዎች የብልኃቶች ግንዛቤ ላይ ግን መሻሻል እንዳላሳየ ያመላከቱ ምርምሮች ተገኝተዋል (ሚቫሪችና አምራኒ፣ 2008፣ ቴንግ፣ 2016፤ ዋንግና ሐን፣ 2017)። ከዚህ በተጨማሪ ልዕለአእምሯዊ ብልኃቶች፣ ቋንቋ የመማር ውጤታማነትንና ግንዛቤን እንደሚያሻሽሉ አስረጂ የሚሆኑ ጥናቶች አሉ (መካሮና ኧርለር፣ 2008፤ ንጉየን፣ 2016)። ሌሎች ጥናቶችም መጻፍን በልዕለአእምሯዊ የመጻፍ ብልኃቶች መማር የተማሪዎችን የመጻፍ ክሂል እንደሚያዳብር (ለምሳሌ፤ ላርኪን፣ 2009፤ ዌይ፣ 1998፤ ዊሽኅል፣ 2016) አመላክተዋል። ከዚህ በተቃራኒ በልዕለአእምሯዊ የመጻፍ ብልኃቶች ምክንያት ጉልህ መሻሻል ያልታየባቸው ሁኔታዎች እንዳሉ ያሳየ ጥናት (ብሪዝማስተርና ኤቼግሬ፣ 2017) እንዳለም ለማየት ተችሏል። በመኾኑም ልዕለአእምሯዊ የብልኃቶች ትምህርት በተማሪዎች የብልኃት ግንዛቤ ላይ የሚያሳድረውን ተጽዕኖ በተመለከተና መጻፍን በልዕለአእምሯዊ የመጻፍ ብልኃቶች መማር የተማሪዎችን የመጻፍ ክሂል ከማዳበር አኳያ የታዩት የጥናት ውጤቶች ልዩነቶች ለተጨማሪ ጥናት አነሳሽ ምክንያት ኾነዋል።

በተጨማሪም፣ ልዕለአእምሮ በመማር ሂደት ላይ ተጽዕኖ የማሳደር ሁኔታው በዓለምአቀፍ ደረጃ ከዕድሜና ከተዛምዶ ሁኔታዎች አንጻር ልዩነቶች እንዳሉት ተጠቁሟል። የልዕለአእምሮን እድገት ለመመርመር በተደረገ ጥናት የተማሪዎች ልዕለአእምሯዊ ብቃት ከዕድሜ ጋራ ቀንሷል። ይህ የኾንግኮንግ ተማሪዎች ልዕለአእምሯዊ ብቃት መቀነስ ከምዕራባዉያን ሀገራት የዕድገት አዝማሚያዎች ተቃራኒ መኾኑም ታውቋል። በስዊዘርላንድና በቤልጀም ሀገሮች ባሉ ተማሪዎች ላይ በተደረጉ ጥናቶችም በልዕለአእምሯዊ ግንዛቤና አንብቦ በመረዳት መካከል ተዛምዶ ታይቷል። በግሪክ ግን ይህ ተዛምዶ አለመታየቱ እንደአብነት የሚጠቀስ ሲኾን ጉዳዩ በተለያዩ ሀገራት ልዩነት ለመኖሩ ተጨማሪ አመላካች ነው (ቢችና ሌሎች፣ 2020)። ይህ ልዩነት ከባህል መለያየት የመነጨ ሊኾን እንደሚችል ፍንጭ ሰጥቷል (በቢችና ሌሎች ዋቢ እንደሆኑት፣ አርለርትና ሽናይደር፣ 2015)፡ :

ልዕለአእምሯዊ የመጻፍ ብልኃቶች ውጤታማነትም በቋንቋና ባህል መለያየት የተነሳ በአንዱ ቋንቋና ባህል ተሠርቶ የተገኘ ውጤት ለሌላው ላይሠራ ስለሚችል በጉዳዩ ላይ ተጨማሪ ጥናት ማድረጉ አስፈላጊ ነው። ከዚህ አኳያ ማፈላለግ እስከተቻለው ድረስ ልዕለአእምሯዊ የመጻፍ ብልኃቶች በተማሪዎች የብልኃቶች ግንዛቤና የመጻፍ ችሎታ ላይ ያለውን ቀጥተኛና ኢቀጥተኛ ተጽዕኖ የመረመረ ከርዕሰጉዳዩ ጋራ ቀጥተኛ ግንኙነት ያለው በአማርኛ ቋንቋ ላይ የተካሄደ ጥናት አለመገኘቱ ይህ ጥናት እንዲጠና ያነሳሳ ሌላው ገፊ ምክንያት ነው። ስለኾነም፣ በዚህ ጥናት እነዚህን ክፍተቶች ለመሙላት ልዕለአእምሯዊ የመጻፍ ብልኃቶች በተማሪዎች ልዕለአእምሯዊ የመጻፍ ብልኃቶች ግንዛቤና በመጻፍ ችሎታ ላይ ያላቸው ተጽዕኖ በሚከተሉት የጥናቱ ጥያቄዎች አማካይነት ተመርምሯል።

በአማርኛ ቋንቋ ትምህርት መጻፍን በልዕለአእምሯዊ የመጻፍ ብልኃቶች መማር የአማርኛ ቋንቋ አፍፈት ተማሪዎችን፣

1. ልዕለአእምሯዊ የመጻፍ ብልኃቶች ግንዛቤ የማሳደግ ቀጥተኛ አስተዋፆ አለው?
2. የመጻፍ ችሎታ የማሳደግ ቀጥተኛ አስተዋፆ አለው?
3. ልዕለአእምሯዊ የመጻፍ ብልኃቶች ግንዛቤን በማሳደግ የመጻፍ ችሎታ የማጎልበት ኢቀጥተኛ ሚና አለው?

3.የአጠናን ዘዴ

ጥናቱ ፍትነትመሰል ቅድመትምህርትና ድኅረትምህርት ባለቁጥጥር ቡድን (quasi-experimental pretest-posttest control group) የምርምር ንድፍን ተከትሏል። በዚህም መሠረት ኹለቱም ቡድኖች ትምህርቱን ከመማራቸው በፊት ተመሳሳይ ቅድመትምህርት የመጻፍ ፈተና ተፈትነዋል፤ ልዕለአእምሯዊ የመጻፍ ብልኃቶች ግንዛቤ የጽሑፍ መጠይቅ ሞልተዋል። ቀጥሎ የፍትነት ቡድኑ ተማሪዎች መጻፍን በልዕለአእምሯዊ የመጻፍ ብልኃቶች ሲማሩ፣ የቁጥጥር ቡድኑ ተማሪዎች ደግሞ በመደበኛው ሥርዐተትምህርት መሠረት ተምረዋል። በመጨረሻ ኹለቱም ቡድኖች ተመሳሳይ ድኅረትምህርት የመጻፍ ፈተና ተፈትነዋል፤ ልዕለአእምሯዊ የመጻፍ ብልኃቶች ግንዛቤ የጽሑፍ መጠይቅም ሞልተዋል።

3.1. የጥናቱ ተሳታፊዎች

ጥናቱ በደሴ ከተማ ውስጥ ከሚገኙ ኹለተኛ ደረጃ ትምህርትቤቶች መካከል በቀላል የዕጣ ንሞና ዘዴ በተመረጠው መምህር አካለወልድ ኹለተኛ ደረጃ ትምህርትቤት ተካሄዷል። ምርምሩ በኹለተኛ ደረጃ ትምህርትቤት ላይ የተካሄደበት ምክንያት ልዕለአእምሯዊ የመማር ብልኃቶች ለማንኛውም ተማሪ ጠቃሚ ቢኾኑም፣ ልዕለአእምሮ ከፍተኛ የግንዛቤ ደረጃዎችንና ሂደቶችን የሚያልፍ ስለኾነ የመጀመሪያ ደረጃ ተማሪዎች (ሕጻናት) እንደኹለተኛ ደረጃ ተማሪዎች (በዕድሜ ከፍ እንዳሉት) የተሻለ የአእምሮ ግንዛቤ ደረጃ የሌላቸው በመኾኑ፣ በእነዚህ ሂደቶች ውስጥ ለማለፍ ብቁ እንደማይኾኑ በመመላከቱ ነው (ሀከር፣ 2018፤ ፓሪስና ዋይኖግራድ፣ 1990)። በኹለተኛ ደረጃ ትምህርት ሥር ከሚገኙት አራት የክፍል ደረጃዎች መካከል ዘጠነኛ ክፍል የተመረጠበት ምክንያትም ብልኃቶቹ የመጻፍ ክሂልን በማሻሻል ረገድ ውጤታማ ቢኾኑ ተማሪዎቹ ብልኃቶቹን በቀጣይ የክፍል ደረጃዎች በመገልገል ተጠቃሚ ይኾናሉ፤ በሚል እምነት ነው። በመኾኑም፣ ተሳታፊዎቹ በ2015 ዓ.ም ለጥናቱ በተመረጠው ትምህርትቤት በዘጠነኛ ክፍል ከሚገኙ 15 የመማሪያ ክፍሎች መካከል በቀላል የዕጣ ንሞና በተመረጡ ኹለት ክፍሎች ውስጥ ተመድበው ሲማሩ የነበሩ 104 ተማሪዎች ናቸው።

3.2.የመረጃ መሰብሰቢያ መሣሪያዎች

የጥናቱን ጥያቄዎች መሠረት በማድረግ መረጃ ለመሰብሰብ ጥቅም ላይ የዋሉት የመረጃ መሰብሰቢያ መሣሪያዎች የመጻፍ ፈተናና ልዕለአእምሯዊ የመጻፍ ብልኃቶች ግንዛቤ መለኪያ የጽሑፍ መጠይቅ ናቸው።

የመጻፍ ፈተና

የጥናቱን ተሳታፊዎች የመጻፍ ችሎታ ለመለካት የተማሪ መማሪያና የመምህር መምሪያ መጻሕፍትን መሠረት በማድረግ ኹለት ፈተናዎች ተዘጋጅተዋል። ፈተናዎቹን በጥናቱ መጀመሪያና መጨረሻ ላይ የጥናቱ ተሳታፊዎች ተፈትነዋቸዋል። በመጀመሪያ እያንዳንዱ ፈተና አራት፣ አራት የመጻፍ ጥያቄዎችን እንዲይዝ ተደርጎ ተዘጋጅቷል። ለዚህም ምክንያቱ የፈተናውን አስተማማኝነት ለመጨመር ከእያንዳንዱ ተማሪ ከአንድ በላይ ናሙና (ለምሳሌ፤ ጥያቄው አንቀጽ መጻፍ ቢኾን ከአንድ በላይ አንቀጽ እንዲጽፉ በማድረግ) መውሰድ ተገቢ በመኾኑ ነው (ዊር፣ 1993)። የፈተናዎቹ የመጀመሪያ ክፍል ተማሪዎቹ በተሰጣቸው ኃይለቃል አስረጂ አንቀጾችን እንዲጽፉ የሚያደርግ ነው። ኹለተኛው ክፍል ደግሞ ተማሪዎች የሚቀርብላቸውን መነሻ ሐሳብ መሠረት አድርገው በመንስኤና ውጤት የተደራጁ አንቀጾችን እንዲጽፉ ተደርጎ የተዘጋጀ ነው። እነዚህ የቅድመትምህርትና ድኅረትምህርት የመጻፍ ችሎታ ፈተናዎች የተመሳሳይ ይዘት መለኪያ ኹለት ፈተናዎች (parallel) ኾነው ተዘጋጅተዋል። ይህ የኾነውም ፈተናን በመላመድና በማስታወስ ምክንያት የሚፈጠርን ተጽዕኖ ለመከላከል ነው።

ፈተናዎቹ በዚህ መንገድ ከተዘጋጁ በኋላ የእያንዳንዱን ፈተና ጥያቄዎች አምስት የአማርኛ ቋንቋ መምህራን ከስምንት የይዘት ተገቢነት መመዘኛ መስፈርቶች አኳያ እንዲገመግሟቸው ተደርጓል። የመገምገሚያ ቅጹ የብራውን (1996) የፈተናዎች የይዘት ተገቢነት መገምገሚያ መስፈርቶችንና የላውሼ (1975) የይዘት ተገቢነት መገምገሚያ ቀመርን መነሻ በማድረግ ለዚህ ጥናት እንዲመች አድርጎ በማሻሻል የተዘጋጀ ነው። በመመዘኛዎቹ ትኩረት ከተደረገባቸው ጉዳዮች መካከል ጥያቄዎቹ ከመርሐትምህርቱ ውጪ አለመሆናቸው፣ አንቀጽ የመጻፍ ችሎታን መለካት የሚያስችሉ መኾናቸው፣ የቀረቡት አንቀጽ መጻፊያ ርዕሶች ተገቢነትና ግልጽነት፣ ከአድልዎ ነጻ መሆናቸው ይጠቀሳሉ። ገምጋሚዎቹ ከእነዚህ የይዘት ተገቢነት መመዘኛ መስፈርቶች አንጻር እያንዳንዱ ጥያቄ የመጻፍ ችሎታን በመመዘን ረገድ ያለውን የአስፈላጊነት ደረጃ በጣም አስፈላጊ (Essential)፣ ጠቃሚ ግን በጣም አስፈላጊ ያልኾነ (Useful but not essential)፣ አስፈላጊ ያልኾነ (Not necessary) በሚል እንዲወስኑ ተደርጓል። ገምጋሚዎቹ የጥያቄዎቹን የአስፈላጊነት ደረጃ ከመወሰን በተጨማሪ አስተያየታቸውን እንዲገልጹ የሚጋብዙ ሦስት ክፍት ጥያቄዎችንም ያካተቱ ናቸው። ቀጥሎ ከገምጋሚዎቹ በተገኘው መረጃ መሠረት ለእያንዳንዱ ጥያቄ ምን ያህል ገምጋሚዎች «በጣም አስፈላጊ» የሚለውን እንደመረጡ ተለይቷል።

ይህን ተከትሎም በላውሼ የይዘት ተገቢነት መገምገሚያ ቀመር የእያንዳንዱን ጥያቄ የይዘት ተገቢነት ሬሾዎ (Content Validity Ratio, CVR) በማስላት በመጠይቁ

ውስጥ የሚቆዩ ጥያቄዎች ተለይተዋል። በዚህ መሠረት ከእያንዳንዱ ፈተና በ5% የስሕተት ይኹንታ ተሰልቶ በተገኘው ውጤት ከአራቱ ጥያቄዎች መካከል ተፈላጊውን የይዘት ተገቢነት ሬሾዮ (CVR (α) = .99) ያሟሉ ኹለት፣ ኹለት ጥያቄዎች ለቀጣይ ፍተሻ ተመርጠዋል። ቀጥሎ የእያንዳንዱ መጠይቅ አጠቃላይ የይዘት ተገቢነት ኢንዴክስ (Content Validity Index, CVI) ደረጃ ተፈትሿል። በዚህም በፈተና አንድ ዝቅተኛ የይዘት ተገቢነት ሬሾዮ ያላቸው ጥያቄዎች ሳይወገዱ ተሰልቶ የተገኘው የመጠይቁ አጠቃላይ የይዘት ተገቢነት ኢንዴክስ ውጤት CVI (α) = .6 ሲኾን፣ በፈተና ኹለት CVI (α) = .5 ኾኗል። እነዚህ ጥያቄዎች ተወግደው በድጋሜ ሲሰላ የኹለቱም ፈተናዎች የይዘት ተገቢነት ኢንዴክስ ውጤት CVI = .99 (1.00) ኾኗል። ይህም አጠቃላይ ፈተናው ጥሩ የይዘት ተገቢነት ደረጃ ላይ እንደሚገኝ አመላካች ነው (ቫኪሊና ጃሃንጊሪ፣ 2018)፡ ፡ ከዚህ በተጨማሪ አምስቱ መምህራን ለክፍት ጥያቄዎቹ በሰጧቸው ምላሾችና አስተያየቶች ላይ በመመሥረት በጥያቄዎቹ ላይ ማሻሻያ በማድረግ እንደገና ተዘጋጅተዋል።

ፈተናዎቹ ኹለት ከመኾናቸው አኳያ በመመዘኛ መለያየት ምክንያት በጥናቱ ውጤት ላይ ልዩነት እንዳይመጣ ከጥናቱ በፊት የፈተናዎቹ ተመጣጣኝነት እንዲሁም አስተማማኝነት ተፈትሿል። የፈተናዎቹ አስተማማኝነት በተመጣጣኝ ይዘት መለኪያዎች አስተማማኝነት ዘዴ (Equivalent-Forms Reliability) ተፈሿል። ለዚህም ፈተናዎቹን ከጥናቱ በፊት የጥናቱ ተሳታፊ ያልኾኑ 33 የዘጠነኛ ክፍል ተማሪዎች እንዲፈተኗቸው በማድረግ በሦስት አራሚዎች ውጤት ተሰጥቷቸው መረጃዎች ተሰብስበዋል። ውጤት አሰጣጡ ወጥነት እንዲኖረው አራሚዎቹ የአንቀጽ ጥራት መመዘኛ መስፈርቶች ላይ ተመሥርተው የጋራ ግንዛቤ እንዲይዙ ተደርጓል። መስፈርቶቹ ብራውንና ቤይሊ (1984) ድርሰት የመጻፍ ንኡሳን ችሎታዎችን ለመመዘን የተጠቀሙባቸውን መስፈርቶች ለዚህ ጥናት እንዲስማሙ አድርጎ በማሻሻል የተዘጋጁ ናቸው። በዚህ ጥናት ተማሪዎች የጻፏቸው አንቀጾች ከ100% የታረሙ ሲኾን፣ አንቀጽ ከመጻፍ ንኡሳን ችሎታዎች ማለትም የሐሳብ አደረጃጀት፣ የይዘት ስፋት፣ ጥልቀትና ተጠይቃዊ የሐሳብ ትስስር፣ ሰዋስዋዊ ትክክለኛነት፣ የአጻጻፍ ሥርዐት እንዲሁም የቃላት ምርጫና አጠቃቀም አኳያ ተመዝነዋል። በአራሚዎቹ መካከል ያለው የስምምነት ደረጃ በአራሚዎች መካከል ያለ ስምምነትን ለመፈተሽ ከሚያስችሉ የአስተማማኝነት መፈተሻዎች ውስጥ በኢንትራክላስ ኮሪሌሽን ኮኦፊሺየንት ስታትስቲክስ ተፈትሿል። በውጤቱ መሠረት (ቅድመትምህርት ፈተናው F(32, 64) = 732, P < .001፤ ድኅረትምህርት ፈተናው F(32, 64) = 816, P < .001) በአራሚዎቹ መካከል ያለው የስምምነት ደረጃ ተቀባይነት እንዳለው ታውቋል። ቀጥሎ በሦስቱ አራሚዎች የተሰጠውን ውጤት ደምሮ ለሦስት በማካፈል የተገኘው የእያንዳንዱ ተማሪ ውጤት ኾኖ ተመዝግቧል። ከኹለቱ ፈተናዎች በተገኙ ውጤቶች መካከል ያለው ተዛምዶም በፒርሰን የተዛምዶ መጠን መወሰኛ ቀመር ተፈትሾ (r = .939, p < .001) በፈተናዎቹ ውጤቶች መካከል ከፍተኛ ተዛምዶ መኖሩን አሳይቷል። ይህ የተዛምዶ ውጤትም የፈተናዎቹን

ተመጣጣኝነት ከማመላከቱ በተጨማሪ ከፈተናዎቹ የተገኘው መረጃ አስተማማኝ መኾኑን አረጋግጧል (አሪና ሌሎች፣ 2010፣ ኮሄንና ሌሎች፣ 2007)።

በዚህ መንገድ የፈተናዎቹ ተገቢነትና አስተማማኝነት ከተረጋገጠ በኋላ በጥናቱ ቅድመና ድኅረትምህርት ፈተና በኹለቱም ቡድኖች ተግባራዊ ተደርጓል። በጥናቱ የተገኙት የተማሪዎች ቅድመና ድኅረትምህርት ፈተናዎችም በአንቀጽ ጥራት መመዘኛ መስፈርቶች ላይ ተመሥርተው በሦስት አራሚዎች ውጤት ተሰጥቷቸዋል። ከሦስቱ አራሚዎች የተገኘው አኃዛዊ መረጃ በኢንትራክላስ ኮሪሌሽን ኮኦፊሺየንት ተሰልቷል። ከስሌቱ በተገኘው ውጤት (በቅድመትምህርት $F(103, 206) = 843$, $P < .001$፤ በድኅረትምህርት $F(103, 206) = 878$, $P < .001$) በአራሚዎች መካከል ያለው የስምምነት ደረጃ ተቀባይነት እንዳለው ከተረጋገጠ በኋላ በሦስቱ አራሚዎች የተሰጠውን ውጤት ደምሮ ለሦስት በማካፈል የተገኘው የእያንዳንዱ ተማሪ ውጤት ኾኖ ተመዝግቧል። በዚህ ኹኔታ በጥናቱ የተገኙትን የተማሪዎች ቅድመና ድኅረትምህርት መረጃዎች መሠረት በማድረግ የፈተናዎቹ ውቅረሐሳብ ተገቢነት (construct validity) ተፈትሿል። የፈተናዎቹን ውቅረሐሳብ ተገቢነት ለመፈተሽ ጥቅም ላይ የዋለው የአንድ ቡድን ፍትነታዊ የጥናት ዘዴ (Intervention studies) ነው። ይህም የፍትነት ቡድን ተሳታፊዎችን ቅድመና ድኅረትምህርት ውጤቶች በጥንድ ናሙና ቲ-ቴስት (paired sample t-test) በማነጻጸር የተከናወነ ነው። በፍተሻው በተገኘው ውጤትም (t (50) = 12.953, p < .001) በፍትነት ቡድኑ ቅድመትምህርትና ድኅረትምህርት ውጤቶች መካከል ስታቲስቲክሳዊ እውነታ ያለው ልዩነት መኖሩ ታውቋል። ይህም የመጻፍ ፈተናዎቹ ከፍትነቱ በፊትና በኋላ የሚጠበቀውን የተማሪዎችን የመጻፍ ችሎታ ልዩነት ማሳየታቸው ውቅረሐሳብ ተገቢነት እንዳላቸው አመላካች ነው (ብራውን፣ 1996)።

3.3.ልዕለአእምሯዊ የመጻፍ ብልኃቶች ግንዛቤ መለኪያ መጠይቅ

የዚህ መጠይቅ ዋና አላማ የጥናቱ ተሳታፊ ተማሪዎች በቅድመትምህርትና ድኅረትምህርት ያላቸውን ልዕለአእምሯዊ የመጻፍ ብልኃቶች ግንዛቤ ለማወቅ የሚያስችል መረጃ ማስገኘት ነው። መጠይቁ ሽራውና ዴኒሰን (1994) ልዕለአእምሯዊ ብልኃቶች ግንዛቤን (**Metacognitive awareness inventory: MAI**) ለመለካት ካዘጋጁት መጠይቅ ከዚህ ጥናት ጋራ የሚዛመዱትን በመውሰድና ከጥናቱ ተሳታፊ ተማሪዎች ዕድሜና የትምህርት ደረጃ አኳያ በማሻሻል የተዘጋጀ ነው። ይህ መጠይቅ የተመረጠበት ምክንያት አንደኛ፣ ኹለቱን የልዕለአእምሮ ዋና ዋና ክፍሎች ማለትም ግንዛቤን ማወቅንና ግንዛቤን መቆጣጠርን እንዲሁም በውስጣቸው የሚገኙ ስድስት ንኡሳን ክፍሎችን ያካተተ በመኾኑ ተፈላጊውን መረጃ ለማግኘት እንደሚያስችል ስለታመነበት ነው። ኹለተኛ፣ አስተማማኝነቱ ተፈትሾ ጥያቄዎቹ በጣም ጥሩ ውስጣዊ ወጥነት እንዳላቸው (ከ.88 እስከ .93) በመጠቆሙ ነው (ሽራውና ዴኒሰን)።

በመኾኑም፣ መጠይቁ በመጀመሪያ በቋንቋ ትምህርት ባለሙያዎች እገዛ ከእንግሊዝኛ ወደአማርኛ ተተርጉሟል። በትርጉም ሂደቱ የጥያቄዎቹ ዋና ሐሳብ

አለመዛባቱንና በትክክል መተርጎማቸውን ለማረጋገጥ ወደአማርኛ የተተረጎሙት ጥያቄዎች በሌላ የቋንቋ ባለሙያ ወደእንግሊዝኛ እንዲመለሱ ተደርገዋል። ቀጥሎ እነዚህን ጥያቄዎች ከዋናው መጠይቅ ጥያቄዎች ጋራ በማመሳከር ተመሳሳይ ይዘት እንዳላቸው ተረጋግጧል። ይህን ተከትሎ የጥናቱን ተሳታፊዎች የክፍል ደረጃ በማገናዘብ እንዲሻሻሉ ተደርጎ መጠይቁ ተዘጋጅቷል። በተጨማሪም፣ ጥያቄዎቹ ለክፍል ደረጃው የሚመጥኑ ስለመሆናቸውና እይታዊ ተገቢነታቸውን (face validity) ለመፈተሽ ልምድ ባላቸውና በክፍል ደረጃው በሚያስተምሩ መምህራን በተሰጡ ሐሳቦች መሠረት ማስተካከያ ተደርጎባቸዋል።

መጠይቁ ባጠቃላይ 52 ጥያቄዎችን የያዘ ሲሆን፣ ለዚህ ጥናት የተወሰዱት የማቀድ፣ የመቆጣጠርና የመገምገም ብልኃቶችን የሚመለከቱ 38 ጥያቄዎች ሲሆኑ፣ ግንዛቤን በማወቅ ሥር፣ ስምንት ገላጭ ዕውቀትን፣ አራት ሂደታዊ ዕውቀትን፣ ስድስት ኹኔታዊ ዕውቀትን የሚለኩ 18 ጥያቄዎች ተካትተዋል። በግንዛቤ ቁጥጥር ሥር ደግሞ ሰባት ማቀድን፣ ሰባት መቆጣጠርንና ስድስት ግምገማን የተመለከቱ 20 ጥያቄዎችን ያካተተ ነው። በመጠይቁ የተካተቱት ኹሉም ጥያቄዎች ከዝቅተኛ ወደከፍተኛ ከ1 (*በጣም አልስማማም*) እስከ4 (*በጣም እስማማለሁ*) በባለአራት ነጥብ ሊከርት ስኬል የተዘጋጁ ናቸው።

ልዕለአእምሯዊ የመጻፍ ብልኃቶች ግንዛቤ መጠይቁ በቅድመትምህርት 104 የጥናቱ ተሳታፊዎች እንዲሞሉት ተደርጎ አጠቃላይ አስተማማኝነቱ በክሮምባክ አልፋ ሲሰላ α = .848 የአስተማማኝነት መጠን ተገኝቷል። የእያንዳንዱ ንኡሳን ክፍል (component) አስተማማኝነት ደግሞ ገላጭ ዕውቀት α = .679፣ ሂደታዊ ዕውቀት α = .818፣ ሁኔታዊ ዕውቀት α = .825፣ የማቀድ ብልኃት α = .758፣ የቁጥጥር ብልኃት α = .724፣ የግምገማ ብልኃት α = .552 የአስተማማኝነት መጠን ተገኝቷል። ይኹንእንጂ፣ በተለይ በአንጻራዊነት ዝቅ ያለ አስተማማኝነት ባላቸው ንኡሳን ክፍሎች (የግምገማ ብልኃት α = .552 እና ገላጭ ዕውቀት α = .679) ሥር የሚገኙ ጥያቄዎች እንዲሁም ኹሉም ጥያቄዎች በሥነልቡናና በቋንቋ መምህራን በድጋሚ ተገምግመው ማሻሻያ ተደርጎባቸዋል። ከድኅረትምህርት የተገኘው መረጃም በክሮምባክ አልፋ α = .964 ውጤት ተገኝቷል። በተጨማሪ በመጠይቁ በተካተቱ ውቅረሐሳቦች መካከል ያለው ውሕድ አስተማማኝነትም (Composite reliability) ኹሉም ንዑሳን ክፍሎች ከα = .7 በላይ (ገላጭ ዕውቀት .917፤ ሂደታዊ ዕውቀት .892፤ ኹኔታዊ ዕውቀት .928፤ የማቀድ ብልኃት .897፤ የቁጥጥር ብልኃት .878፤ የግምገማ ብልኃት .891) ሆኗል።

ከድኅረትምህርት የተገኙ ውጤቶችን በመጠቀም በመጠይቁ ላይ ፍተሻዊ የውቅረሐሳብ ትንተናና (exploratory factor analysis) አረጋጋጭ የውቅረሐሳብ ትንተናዎች (confirmatory factor analysis) ተካሂደዋል። እነዚህን ትንተናዎች ማድረግ ያስፈለገው ጥያቄዎቹ በየራሳቸው የዝምድና ምድብ መቀመጣቸውን ለማየት፣ ከሌሎች ጥያቄዎች ጋራ ዝምድና የሌላቸውን ጥያቄዎች ለማስወገድና ለወከሉት ንዑስ ክፍል ምን ያህል አስተዋፆ እንዳበረከቱ ለማየት ነው። በተጨማሪም፣ የውቅረሐሳብ ተገቢነትን (construct validity) ማለትም ተወራራሽና

(convergent validity) ለይ ተገቢነትን (discriminant validity) ለመፈተሽም አስችለዋል።

በዚህ መሠረት በቅድሚያ ፍተሻዊ የውቅረሐሳብ ትንተና ተከናውኗል። በዚህ ሂደት በመጀመሪያ የካይዘርን መስፈርት በመጠቀም 1.0 እና በላይ (16.417፣ 2.908፣ 2.181፣ 1.748፣ 1.522፣ 1.269 እና 1.060) የኤይገን ዋጋ (eigen value) ያላቸው ሰባት የመጠይቁ ውቅረሐሳቦች (components) ተለይተዋል። እነዚህ ውቅረሐሳቦች ከጠቅላላው የጥያቄዎች የልይይት መጠን 71.3% ያህሉን ይገልጻሉ። በካቴል የተዋረድ ግራፍ ፍተሻ (Scree test) የተገኘው ውጤትም በካይዘር መስፈርት የተገኘውን ውጤት የሚደግፍ ሆኗል። በትንተናው ውጤት መሠረት ከኹለት ጥያቄዎች በስተቀር 36ቱ ጥያቄዎች በመጀመሪያዎቹ ስድስት ውቅረሐሳቦች ሥር ተካትተው ይገኛሉ። እነዚህ ውቅረሐሳቦች የተሻለ ጭነተመጠን ያላቸውና ሦስትና በላይ ጥያቄዎችን ያካተቱ ናቸው። ሰባተኛው ውቅረሐሳብ ግን ኹለት ጥያቄዎችን ብቻ የያዘ ሲኾን፣ አንዱ ጥያቄ ከአራተኛው ውቅረሐሳብ ጋራ ተሻጋሪ የሐሳብ ጭነት (Cross load) በመጋራት የተዛመደ ነው። በመኾኑም፣ ከሰባተኛው ውቅረሐሳብ ጋራ ጠንካራ ጭነተመጠን ይዞ የተዛመደ አንድ ጥያቄ ብቻ ይገኛል። ስለኾነም ይህ ውቅረሐሳብ በቂ የጥያቄዎች መጠን (ሦስትና በላይ) ይዞ ባለመገኘቱ በርካታ ተመራማሪዎች ልዕለአእምሯዊ የመጻፍ ብልኃቶችን በከፈሉባቸው ስድስት ውቅረሐሳቦች ቀጣይ ትንተናዎች ተካሄደዋል።

ይህን ተከትሎም በድጋሚ የመጠይቁንና የውቅረሐሳቦቹን መዋቅራዊ ግንኙነት ለመለየት ባለስድስት የውቅረሐሳብ ትንተና (six factor solution) ተካሄዷል። ውቅረሐሳቦቹ ከጠቅላላው የጥያቄዎች የልይይት መጠን 68.5% ያህሉን ይገልጻሉ። እያንዳንዳቸውም ውቅረሐሳብ አንድ 16.417%፣ ውቅረሐሳብ ኹለት 2.908%፣ ውቅረሐሳብ ሦስት 2.181%፣ ውቅረሐሳብ አራት 1.748%፣ ውቅረሐሳብ አምስት 1.522%፣ ውቅረሐሳብ ስድስት 1.269 ያህል የመግለጽ ድርሻ (variance explained) አላቸው። የዙረተ-ድረውቅረሐሳብ ውጤቱ እንደሚያሳየውም ስድስቱ ውቅረሐሳቦች ጠንካራ ጭነተመጠን ያላቸው 38 ጥያቄዎችን አካትተው ተዋቅረዋል። ይኹንእንጂ፣ በየውቅረሐሳብ ምድባቸው ላይ ያልተገኙ ኹለት ጥያቄዎች (DCK2 እና MNTS1) ተወግደው ትንተናው በድጋሚ ተከናውኗል። በተገኘው ውጤትም ከየተዋቀሩበት አንድ ውቅረሐሳብ ጋራ በጠንካራ ጭነተመጠን የተዛመዱ 36 ጥያቄዎች ተዋቅረው ይገኛሉ።

በፍተሻዊ የውቅረሐሳብ ትንተና የተፈተሸው ልዕለአእምሯዊ የመጻፍ ብልኃቶች ግንዛቤ መጠይቁ መዋቅራዊ ግንኙነት በአረጋጋጭ የውቅረሐሳብ ትንተና ተገምግሟል። ትንተናው ከመካሄዱ በፊት የተዋቀረው ሞዴል ለጥናቱ መረጃ ያለው የተስማሚነት ደረጃ (goodness of fit) በተመራማሪዎች ዘንድ (ለምሳሌ፦ ኪዝ፣ 2015) የተሻለ ተቀባይነት ባላቸው የሞዴል መለኪያዎች ተገምግሞ ጥሩ የተስማሚነት ደረጃ ላይ መኾኑ ($\chi 2$ = 715.344; CMIN/DF = 1.252፣ CFI = .944፣ IFI = .945፣ TLI = .939፣ SRMR = .0558፣ RMSEA = .049) ከተረጋገጠ በኋላ ትንተናው ተካሄዷል። በተገኘው ውጤት መሠረት ከእያንዳንዱ ውቅረሐሳብ የተገኙት ውሕድ አስተማማኝነት (Composite reliability) መጠኖች ከሚጠበቀው .7

በላይ (ኮሊየር፣ 2020) ከፍ ብለው (ከ.878 እስከ.928) መገኘታቸው የመጠይቁን አስተማማኝነት ያሳያል። እንዲሁም ከየውቅረሐሳቦቹ የተገኙ አማካይ የልይይት መጠኖች (AVE) ከሚጠበቀው .5 በላይ (ኮሊየር) ኾነው (ከ.548 እስከ.683) መገኘታቸው በእያንዳንዱ ውቅረሐሳብና በየሥራቸው በሚገኙ ጥያቄዎች መካከል ተወራራሽ ተገቢነት (convergent validity) መኖሩን ያመላክታል።

በውቅረሐሳቦቹ መካከል ያለው ተለያይ ተገቢነት (discriminant validity) ደግሞ ከቁጥጥር ብልኃትና ከማቀድ ብልኃት ውቅረሐሳቦች በስተቀር ከሌሎቹ የተገኘው አማካይ ልይይትን የመግለጽ ውጤት ካሬ ሩት ዋጋ (square roots of average variance extracted) ከውቅረሐሳቦቹ የተዛምዶ ዋጋ በልጦ ይገኛል። ይኹንእንጂ፣ የቁጥጥር ብልኃት አማካይ ልይይትን የመግለጽ ውጤት ካሬ ሩት ዋጋ ከማቀድ ብልኃት የተዛምዶ ዋጋ፣ የማቀድ ብልኃት አማካይ ልይይትን የመግለጽ ውጤት ካሬ ሩት ዋጋ ከገላጭ ዕውቀት የተዛምዶ ዋጋዎች አንሶ መገኘቱ ውቅረሐሳቦቹ ተለያይ ተገቢነት እንደሌላቸው አመላካች ነው። በመኾኑም፣ ተለያይ ተገቢነታቸውን ለማሻሻል ከማቀድ ብልኃት ጋራ ተሻጋሪ የሐሳብ ጭነት የተጋራ አንድ ጥያቄ (MNTS 4) እንዲሁም ዝቅተኛ ጭነተመጠን ያለው አንድ ጥያቄ (DCK4 = .589) ሲወገዱ፣ ውቅረሐሳቦቹ የተለያየ ጭብጥ ከመለካት አኳያ ተለያይ ተገቢነት እንዳላቸው ተረጋግጧል። በመኾኑም መጠይቁ በአጠቃላይ 34 ጥያቄዎችን የያዘ ሲኾን፣ በገላጭ ዕውቀት (ስድስት ጥያቄዎች)፣ በሂደታዊ ዕውቀት (አራት ጥያቄዎች)፣ በኹኔታዊ ዕውቀት (ስድስት ጥያቄዎች)፣ በማቀድ ብልኃት (ሰባት ጥያቄዎች)፣ በቁጥጥር ብልኃት (አምስት ጥያቄዎች) እንዲሁም በግምገማ ብልኃት (ስድስት ጥያቄዎች) ሥር ተዋቅረዋል። በመጠይቁ ውስጥ የተካተቱት ጥያቄዎች በባለአራት ነጥብ ሊከርት ስኬል የተዘጋጁ በመሆናቸው የእያንዳንዱ የጥናቱ ተሳታፊ ዝቅተኛ ውጤት 34፣ ከፍተኛው ደግሞ 136 ሆኖ ተመዘግቧል።

በዚህ ጥናት በመጠይቁ ላይ በተካሄደው የውቅረሐሳብ ትንተና መሠረት መጠይቁ ስድስት ውቅረሐሳቦችን በመያዙ መጠይቁን ካዘጋጁት ሽራውና ዴኒሰን (1994) የጥያቄዎች አወቃቀር ጋራ ተመሳሳይነት አለው። ይኹንእንጂ፣ በፍተሻዊ የውቅረሐሳብ ትንተናው በየውቅረሐሳብ ምድባቸው ላይ ያልተገኙ ኹለት ጥያቄዎች እንዲሁም በተለያይ ተገቢነት ምክንያት ኹለት ጥያቄዎች በመወገዳቸው በገላጭ ዕውቀትና በቁጥጥር ብልኃት ሥር የተዋቀሩ ጥያቄዎች ብዛት በመቀነሳቸው ልዩነት አለው።

3.4.የአጠናን ሂደት

ጥናቱን ለማካሄድ በመጀመሪያ የመረጃ መሰብሰቢያ መሣሪያዎችና የማስተማሪያ ማንዋሎ ተዘጋጅተው በባለሙያዎች ተገምግመው ማሻሻያ ተደርጎባቸዋል። ጥናቱ የተካሄደበት መምህር አካለወልድ ኹለተኛ ደረጃ ትምህርትቤት በቀላል የዕጣ ንሞና ከተመረጠ በኋላ ስለጥናቱ ዓላማና ተያያዥ ጉዳዮች ማብራሪያ በመስጠት ከደሴ ከተማ አስተዳደር ጽሕፈትቤት፣ ከመምህር አካለወልድ ኹለተኛ ደረጃ

ትምህርትቤት እንዲሁም የወላጅ ተማሪና መምህር ኅብረት (ወተመኅ) ፈቃድ ተጠይቆ ይኹንታ ተገኝቷል። ቀጥሎ የትምህርትቤቱ ኃላፊዎች በተገኙበት የዘጠነኛ ክፍል ተማሪዎችና መምህራን በጥናቱ ለመሳተፍ ያላቸው ፈቃደኝነት ተጠይቆ ይኹንታቸው ከተገኘ በኋላ በክፍል ደረጃው ካሉት 15 የዘጠነኛ ክፍሎች መካከል ኹለቱ በቀላል የእጣ ንሞና ዘዴ ተመርጠዋል። የተመረጡት ኹለት ክፍሎች እንደገና በቀላል የእጣ ንሞና አንዱ የፍትነት ቡድን (መማሪያ ክፍል «ሀ»)፣ ሌላው የቁጥጥር ቡድን (መማሪያ ክፍል «ሐ») ኾነው ተመድበዋል። ይህን ተከትሎም የኹለቱ ክፍል ተማሪዎች ትምህርቱን ከመጀመራቸው በፊት ቅድመትምህርት የመጻፍ ፈተና ተፈትነዋል። በሚቀጥለው ቀንም ቅድመትምህርት ልዕለአእምሯዊ የመጻፍ ብልኃቶች ግንዛቤ መለኪያ መጠይቅ እንዲሞሉ በማድረግ መረጃዎች ተሰብስበዋል።

ኹለቱ ክፍሎች በአንድ መምህር የተማሩ ሲኾን፣ ፍትነቱ ከመተግበሩ በፊት ለተግባሪ የአማርኛ ቋንቋ መምህሩ ስለጥናቱ ዓላማ፣ አተገባበርና ስለእያንዳንዱ ዝርዝር ሂደት በተዘጋጀ የስልጠና ማንዋል አማካይነት በቀን ለሦስት ሰአታት ለአምስት ተከታታይ ቀናት ስልጠና ተሰጥቷል። ይህን ተከትሎም በኹለቱ ክፍሎች የሚገኙ ተማሪዎች በመደበኛው ክፍለጊዜ በ10 ሳምንታት ውስጥ ለ10 ክፍለጊዜያት (አንድ ክፍለጊዜ 40 ደቂቃ) ትምህርቱን ተከታትለዋል። በእነዚህ ጊዜያት ውስጥ የፍትነት ቡድኑ ተማሪዎች መጻፍን በልዕለአእምሯዊ የመጻፍ ብልኃቶች በተዘጋጀ የማስተማሪያ ማንዋል የተከታተሉ ሲኾን፣ የቁጥጥር ቡድኑ ተማሪዎች ደግሞ በመደበኛው ሥርዐተትምህርት መሠረት ተምረዋል። ለፍትነት ቡድኑ ተማሪዎች ማስተማሪያነት በተዘጋጀው ማንዋል መሠረት የመጀመሪያዎቹ ሦስት ክፍለጊዜያት የፍትነት ቡድኑ ተማሪዎች መጻፍን በልዕለአእምሯዊ የመጻፍ ብልኃቶች (ማቀድ፣ መቆጣጠርና መገምገም) በተናጠል በቅደምተከተል ተምረዋል፡ ፡ በቀጣዮቹ ቀሪ ክፍለጊዜያት ደግሞ ሦስቱንም ብልኃቶች በማቀናጀት የመጻፍ ትምህርቱን ተከታትለዋል። የ10 ሳምንቱ ትምህርት ከተጠናቀቀ አንድ ቀን በኋላ ኹለቱም ቡድኖች ድኅረትምህርት የመጻፍ ችሎታ ፈተና ተፈትነዋል። በማግስቱ ደግሞ ልዕለአእምሯዊ የመጻፍ ብልኃቶች ግንዛቤ መለኪያ መጠይቅ እንዲሞሉ በማድረግ መረጃዎች ተሰብስበዋል።

3.5.የመረጃ አተናተን ዘዴ

በጥናቱ ከተሳተፉት 104 ተማሪዎች (53 የቁጥጥርና 51 የፍትነት ቡድን ተሳታፊዎች) በቅድመና ድኅረትምህርት የተሰበሰቡት መረጃዎች ከጥናቱ ጥያቄዎች አንጻር ተተንትነዋል። ቅድመትምህርት መረጃዎች የፍትነትና የቁጥጥር ቡድኖችን የዕድሜና የፆታ እንዲሁም የመጻፍ ችሎታና ልዕለአእምሯዊ የመጻፍ ብልኃቶች ግንዛቤ ተመጣጣኝነት ለመፈተሽ ጥቅም ላይ ውለዋል። የድኅረትምህርት መረጃዎቹ ደግሞ በቡድኖቹ መካከል ያለውን ልዕለአእምሯዊ የመጻፍ ብልኃቶች ግንዛቤና የመጻፍ ችሎታ ልዩነት ለመመርመር አስችለዋል። ትንተናው የተካሄደው ለኹሉም መተንተኛ ዘዴዎች (ካይ ካሬ ቴስት፣ ነጻ ናሙና

ቲ-ቴስት፣ ባለብዙ ተላውጦ ልይይት ትንተና ዘዴና መዋቅራዊ እኩልዮሽ ሞዴል) እሙኖቹ መሟላታቸው ከተፈተሸ በኃላ ነው።

በቅድመትምህርት መረጃዎች የቡድኖቹ የፆታ ስብጥር በካይ ካሬ ($\chi2\,(1, n = 104)$ = .038, *p*= .845)፣ የዕድሜ ተመጣጣኝነት በነጻ ናሙና ቲ-ቴስት (*t* (102) = 0.286, *p* = .776) እንዲሁም የመጻፍ ችሎታና (*F* (1, 102) = 1.66, *p* = .201) ልዕለአእምሯዊ የመጻፍ ብልኃቶች ግንዛቤ (*F* (1, 102) = .070, *p* = .791) በባለብዙ ተላውጦ ልይይት ትንተና ተፈትሸው በተገኘው ውጤት በቡድኖቹ መካከል ስታቲስቲክሳዊ ልዩነት አልታየም። ይህም ከፍትነቱ በፊት ኹለቱ ቡድኖች ከተጠቀሱት ተላውጦዎች አኳያ ተመጣጣኝ እንደነበሩ ያመለክታል።

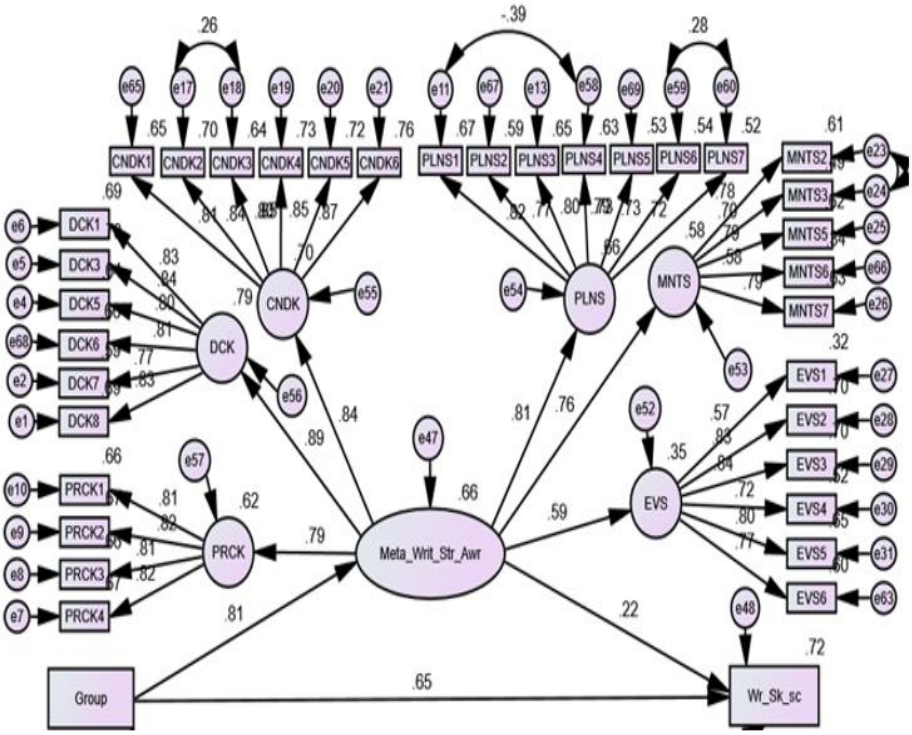
ይህን ተከትሎ ልዕለአእምሯዊ የመጻፍ ብልኃቶች በልዕለአእምሯዊ የመጻፍ ብልኃቶች ግንዛቤና በመጻፍ ችሎታ ላይ ያላቸውን ቀጥተኛና ኢቀጥተኛ ተጽዕኖ ለመፈተሽ ከቡድኖቹ የተሰበሰቡት ድኅረትምህርት መረጃዎች በመዋቅራዊ እኩልዮሽ ሞዴል ተተንትነዋል። ይህም የተመረጠበት አንደኛው ምክንያት ልዕለአእምሯዊ የመጻፍ ብልኃቶች በልዕለአእምሯዊ የመጻፍ ብልኃቶች ግንዛቤ አማካይነት በኩል በመጻፍ ችሎታ ላይ ያላቸውን ኢቀጥተኛ ተጽዕኖ ለመፈተሽ የሚያስችል መኾኑ ነው። ኹለተኛው ምክንያት ደግሞ በእያንዳንዱ ተላውጦ የልኬታ ስሕተቶችን (measurement errors) ከግንዛቤ የሚያስገባና በሚተነበዩ ተዛምዶዎች ውስጥ ስሕተትን ነጥሎ በማመላከት የተሻለ ውጤት የሚያስገኝ በመኾኑ ነው። ሦስተኛው ምክንያትም እያንዳንዱን ተላውጦ በተናጠል ከመተንተን ኹሉንም ተላውጦዎች በአንድ መዋቅር የመፈተሽ እንዲሁም አጠቃላይ ሞዴሉን የመመርመር አቅም ያለው በመኾኑ ነው (ኪዝ፣ 2015፤ ኮሊየር፣ 2020)።

4.የውጤት ትንተና

መረጃዎቹ በመዋቅራዊ እኩልዮሽ ሞዴል የተተነተኑት የጥናት ቡድኖቹን እንደነጻ ተላውጦ፣ ልዕለአእምሯዊ የመጻፍ ብልኃቶች ግንዛቤን እንደጥገኛና አማካይ ተላውጦ እንዲሁም የመጻፍ ችሎታን እንደጥገኛ ተላውጦ በመውሰድ ነው። በሞዴሉ ውስጥ የጥናት ቡድኖቹ እንደነጻ ተላውጦ የተዋቀሩት ልዕለአእምሯዊ የመጻፍ ብልኃቶችን በመወከል ነው። በመኾኑም፣ የቁጥጥር ቡድኑ «0»፣ የፍትነት ቡድኑ ደግሞ «1» መለያ ቁጥር ተሰጥቷቸው በመሰል ተላውጦነት (dummy variable) ተወክለዋል። ትንተናው ከመካሄዱ በፊት ሞዴሉ ለጥናቱ መረጃ ያለው የተስማሚነት ደረጃ ተቀባይነት ባላቸው የሞዴል መለኪያዎች ተገምግሞ የ«CFI»፣ «IFI»ና «TLI» ውጤቶች ከ.90 በላይ (በቅደምተከተል .909፣ .910፣ .903) ኾነዋል። የ«RMSEA»ና የ«SRMR» ውጤቶችም ከ.08 በታች (.054፣ .0758) ኾነው በመገኘታቸው የሞዴሉ ስምሙነቱ ተቀባይነት እንዳለው ታውቋል (ለምሳሌ፦ ኮሊየር፣ 2020፤ ኪዝ፣ 2015)።

ምስል *፤ ልዕለአእምሯዊ የመጻፍ ብልኃቶች በልዕለአእምሯዊ የመጻፍ ብልኃቶች ግንዛቤና በመጻፍ ችሎታ ላይ ያላቸው አስተዋፆ በመዋቅራዊ እኩልዮሽ ሞዴል*

Model fit; $\chi 2$ = 1564.602; df = 1203; p = .000; CMIN/DF = 1.301; CFI = .909; IFI = .910; TLI = 903; RMSEA = .054; SRMR = .0758



Note: Wr_Sk_sc = Writing skills score; Meta_Wri_Str_Awr = Metacognitive Writing Strategy Awareness; DCK = Declarative knowledge; PRCK = Procedural knowledge; CNDK = Conditional knowledge; PLNS = Planning strategy; MNTS = Monitoring strategy; EVS = Evaluation strategy; Groups = experimental and control groups as Metacognitive Writing Strategy.

የጥናቱ የመጀመሪያ ጥያቄ "በአማርኛ ቋንቋ ትምህርት መጻፍን በልዕለአእምሯዊ የመጻፍ ብልኃቶች መማር የአማርኛ ቋንቋ አፍፈት ተማሪዎችን ልዕለአእምሯዊ የመጻፍ ብልኃቶች ግንዛቤ የማሳደግ አስተዋፆ አለው?" የሚል ነው። ከዚህ በላይ በቀረበው የሞዴል ምስል ላይ እንደሚታየው የተላውጦዎቹ መዋቅራዊ ግንኙነት ከልዕለአእምሯዊ የመጻፍ ብልኃቶች (group) ወደልዕለአእምሯዊ የመጻፍ ብልኃቶች ግንዛቤ (Meta_Wri_Str_Awr) በሚያመላክተው ፍኖት ተገልጿል። በትንተና ውጤቱ መሠረት ልዕለአእምሯዊ የመጻፍ ብልኃቶች በልዕለአእምሯዊ የመጻፍ ብልኃቶች ግንዛቤ ላይ ቀጥተኛ ሚና (β = .811, t = 4.456, p < .001) **አላቸው። ይህም የፍትነት ቡድኑ ውጤት በቁጥር ቡድኑ ከሚመዘገበው እያንዳንዱ መደበኛ ልይይት በ.81 የመደበኛ ልይይት መጠን ከፍ እንዲል በማድረግ ልዕለአእምሯዊ የመጻፍ ብልኃቶች በተማሪዎች ልዕለአእምሯዊ የመጻፍ**

ብልኃቶች ግንዛቤ ላይ ከፍተኛ ተጽዕኖ እንዳሳደሩ ያመለክታል። በመሆኑም የጥናቱ የመጀመሪያ ጥያቄ አዎንታዊ ምላሽ አግኝቷል።

የጥናቱ ኹለተኛ ጥያቄ «በአማርኛ ቋንቋ ትምህርት መጻፍን በልዕለአእምሯዊ የመጻፍ ብልኃቶች መማር የአማርኛ ቋንቋ አፍፊት ተማሪዎችን የመጻፍ ችሎታ ለማሳደግ አስተዋፆ አለው?" የሚል ነው። ከላይ በቀረበው የሞዴል ምስል ላይ እንደሚታየው የተላውጦዎቹ መዋቅራዊ ግንኙነት ከልዕለአእምሯዊ የመጻፍ ብልኃቶች (group) ወደመጻፍ ችሎታ ውጤት (Wr_Sk_sc) በሚያመላክተው ፍኖት (path) ተገልጿል። በትንተናው በተገኘው ውጤት መሠረት ልዕለአእምሯዊ የመጻፍ ብልኃቶች በመጻፍ ችሎታ ላይ ቀጥተኛ ሚና ($\beta = .646$, $t = 6.3$, $p < .001$) አላቸው። ይህም የፍትነት ቡድኑ ውጤት በቁጥጥር ቡድኑ ከሚመዘገበው እያንዳንዱ መደበኛ ልይይት በ.65 የመደበኛ ልይይት መጠን ከፍ እንዲል በማድረግ የመጣ ለውጥ ነው። በመሆኑም፣ ልዕለአእምሯዊ የመጻፍ ብልኃቶች በመጻፍ ችሎታ ላይ ያላቸው ቀጥተኛ ተጽዕኖ ከፍተኛና አዎንታዊ በመሆኑ ጥያቄው አዎንታዊ ምላሽ አግኝቷል።

የጥናቱ ሦስተኛ ጥያቄ "በአማርኛ ቋንቋ ትምህርት መጻፍን በልዕለአእምሯዊ የመጻፍ ብልኃቶች መማር የአማርኛ ቋንቋ አፍፊት ተማሪዎችን ልዕለአእምሯዊ የመጻፍ ብልኃቶች ግንዛቤን በማሳደግ የመጻፍ ችሎታ የማጎልበት ሚና አለው?" የሚል ነው። ይህን ጥያቄ ለመፈተሽ በ5000 "ቡትስትራፕ" ናሙናዎች ተተንትኖ በተገኘው ውጤት ($B = 7.830$, $t = 16.269$, $p = .037$) ጥያቄው አዎንታዊ ምላሽ አግኝቷል። በውጤቱ መሠረት ልዕለአእምሯዊ የመጻፍ ብልኃቶች የቁጥጥር ቡድኑ ከሚያስመዘግበው እያንዳንዱ መደበኛ ልይይት፣ የፍትነት ቡድኑ የመጻፍ ችሎታ በ.176 ($\beta = .176$, $t = 1.987$, $p = .037$) መደበኛ ልይይት መጠን ብልጫ እንዲያሳይ በልዕለአእምሯዊ የመጻፍ ብልኃቶች ግንዛቤ የአማካይነት ሚና ኢቀጥተኛ አስተዋፆ በማድረግ ዝቅተኛም ቢኾን አዎንታዊ ተጽዕኖ ፈጥሯል። በመሆኑም የጥናቱ ሦስተኛ ጥያቄም በተመሳሳይ አዎንታዊ ምላሽ አግኝቷል። ባጠቃላይ፣ ልዕለአእምሯዊ የመጻፍ ብልኃቶች በመጻፍ ችሎታና በልዕለአእምሯዊ የመጻፍ ብልኃቶች ግንዛቤ ላይ ቀጥተኛና ኢቀጥተኛ ተጽዕኖ እንዳሳደሩ የጥናቱ ውጤት አሳይቷል።

5.የውጤት ማብራሪያ

በጥናቱ የመጀመሪያ ግኝት በአማርኛ ቋንቋ ትምህርት መጻፍን በልዕለአእምሯዊ የመጻፍ ብልኃቶች መማር የተማሪዎችን ልዕለአእምሯዊ የመጻፍ ብልኃቶች ግንዛቤ በማሳደግ ረገድ ቀጥተኛና አዎንታዊ አስተዋፆ ($\beta = .811$, $t = 4.456$, $< .001$) መፍጠር ችሏል። ይህ ውጤት ልዕለአእምሯዊ የመማር ብልኃቶች፣ ግንዛቤን እየተቆጣጠሩ በመማር ላይ አዎንታዊ ተጽዕኖ እንዳላቸውና ለግንዛቤ ቁጥጥር ቅድመሁኔታ በመኾን እንደሚያገለግሉ የሚያስረዱ ድርሳናትን (ለምሳሌ፤ ዌንደን፣ 1998) ሐሳብ ያጠናክራል። ልዕለአእምሯዊ ብልኃቶች፣ ቋንቋ የመማር ስኬታማነትና ግንዛቤን እንደሚያሻሽሉ ካስገነዘቡት የጥናት ማስረጃዎች (መካሮና ኧርለር፣ 2008፤ ንጉየን፣ 2016) ጋራም የተስማማ ነው። በተጨማሪም፣

የመጻፍ ብልኃቶች ትምህርት የተማሪዎችን ልዕለአእምሯዊ ብልኃቶች ግንዛቤ በማሻሻል ረገድ አዎንታዊ አስተዋፆ እንዳለው ካመላከቱ የጥናት ውጤቶች (ቼን፣ 2022፤ ሴር፣ 2019) *ጋራ* ይደጋገፋል።

ይህ ውጤት ከፍተኛ ልዕለአእምሯዊ ብልኃቶች ግንዛቤ ያላቸው ባለክሂል ጸሐፊዎች ዝቅተኛ ክሂል ካላቸው ጸሐፊዎች በተሻለ የተለያዩ ልዕለአእምሯዊ ብልኃቶችን እንደሚጠቀሙ ካሳየው የቪክቶሪ (1999) የጥናት ውጤት *ጋራ* የተጣጣመ ነው። በአንጻሩ፣ ልዕለአእምሯዊ የብልኃቶች ትምህርት በተማሪዎች ልዕለአእምሯዊ ብልኃቶች ግንዛቤ ላይ አዎንታዊ ተጽዕኖ እንዳላመጣ ካሳዩ የጥናት ውጤቶች (ሚቫሪችና አምራኒ፣ 2008፤ ቱንግ፣ 2016፤ ዋንግና ሐን፣ 2017) *ጋራ* ተቃርኗል። ቱንግ ለዚህ ውጤት የሰጡት ማብራሪያ አንደኛ ልዕለአእምሯዊ ግንዛቤ ለልዕለአእምሯዊ ቁጥጥር ሁልጊዜ ዋስትና እንደማይኾንና የግንዛቤ ዕውቀት ያላቸው ተማሪዎች የግድ ግንዛቤያቸውን ላይቆጣጠሩ እንደሚችሉ ቀደምት ጥናት (ቬንማንና ሌሎች 2006) ጠቅሰው አስረድተዋል። ኹለተኛ በጥናቱ የተካተተው ልዕለአእምሯዊ ትምህርት በአንጻራዊነት ከግንዛቤ ዕውቀት ይልቅ በግንዛቤ ቁጥጥር ላይ ማተኮሩ ሊኾን እንደሚችል ነው። በዚህ ምክንያት ከልዕለአእምሯዊ ግንዛቤ *ጋራ* በተያያዘ ተጨማሪ ምርምር ማድረግ እንደሚያስፈልግ ጠቁመዋል። የሚቫሪችና አምራኒ ጥናትም በሒሳብ ትምህርት ላይ የተካሄደ መኾኑ ለተገኘው ውጤት መንስኤ ሊኾን ይችላል።

ይኹንእንጂ፣ ልዕለአእምሯዊ የብልኃቶች ግንዛቤ በብልኃቶች ምርጫና አጠቃቀም እንዲሁም በቁጥጥር ሂደቱ ላይ ሚና ስላለው በትምህርት አፈጻጸም ላይ ተጽዕኖ ያሳድራል (ኮርኖልዲ፣ 2010)። በመኾኑም ብልሃቶቹ፣ ልዕለአእምሯዊ የመጻፍ ብልኃቶች ግንዛቤን ከማሻሻል አኳያ ሥነትምህርታዊ አንድምታ እንዳላቸው የጥናቱ ውጤት በማመላከቱ በመጻፍ ትምህርት ላይ የራሳቸው አበርክቶ ሊኖራቸው ይችላል።

የጥናቱን ኹለተኛ ጥያቄ በመፈተሽ ረገድ በመዋቅራዊ እኩልዮሽ ሞዴል የተመዘገበው ውጤት ($\beta = .646$, $t = 6.3$, $< .001$) ልዕለአእምሯዊ የመጻፍ ብልኃቶች የተማሪዎችን የመጻፍ ችሎታ የማጎልበት ቀጥተኛ ሚና እንዳላቸው አመላክቷል። ይህ የጥናቱ ግኝት ልዕለአእምሯዊ የመጻፍ ብልኃቶች የተማሪዎችን የመጻፍ ችሎታ እንደሚያሻሽሉ ካሳዩ የጥናት ውጤቶች (ዶንከርና ሌሎች፣ 2014፤ ላርኪን፣ 2009፤ ሴር፣ 2019፤ ቱንግ፣ 2016፤ ታብሪዚና ራጂ፣ 2016፤ ዌይ፣ 1998፤ ዊሸነል፣ 2016) *ጋራ* ይደጋገፋል። የመማር አፈጻጸምን በማፋጠንና በተለይ የመጻፍ ችሎታን በማጎልበት ረገድ የብልሃቶቹን ጠቀሜታ የሚገልጹ ድርሳናትን (አንደርሰን፣ 2002፤ ሃሪስና ሌሎች፣ 2010፤ ኦክስፎርድ፣ 1990) ሐሳብም የሚጋራ ሆኗል። በተጨማሪም፣ ከልዕለአእምሯዊ የመጻፍ ብልኃቶች ውስጥ አንዱ የኾነው ልዕለአእምሯዊ ቁጥጥር ለመጻፍ ጠቃሚ መኾኑ በተለያዩ ተመራማሪዎች (ብራስዌል፣ 1983፤ ብሩወር፣ 1993፤ ፍላወር፣ 1994፤ ኬሎግ፣ 1994፤ ናይስትራንድ፣ 1989፤ ሔይስ፣ 1996) መገለጹን ከጠቆመ።ት የሀከር (2018) ሐሳብ *ጋራ*ም የተስማማ ነው።

በተጨማሪም፣ ልዕለአእምሯዊ የመጻፍ ብልኃቶች የትምህርት አፈጻጸምን እንደሚተነብዩ ከጠቆሙት ልዕለትንተናዎች (ኦታኒና ሒዛዙካ፣ 2018፤ ቢችና ሌሎች፣ 2020) ጋራም ይደጋገፋል። የሔቲን (2009) ልዕለትንተና ጨምሮ እነዚህ ጥናቶች ልዕለአእምሯዊ የመማር ብልኃቶች በተማሪዎች የመማር ውጤት ላይ ተጽዕኖ አድራሽ ከኾኑ ነገሮች መካከል እንደሚካተቱ አመላክተዋል።

በሌላ በኩል፣ ከብሪዝማስተርና ኤቼግሬ (2017) የጥናት ውጤቶች መካከል ከዚህ ጥናት ጋራ የተቃረነ ውጤት ተገኝቷል። ጥናቱ ልዕለአእምሯዊ የመጻፍ ብልኃቶች በተማሪዎች አንቀጽ በመጻፍ ቅንብርና ግጥምጥምነት ላይ ያላቸውን ተጽዕኖ የመረመረ ነው። የጥናቱ ውጤት እንዳሳየው ተማሪዎቹ በሚጽፉበት ጊዜ በርካታ ልዕለአእምሯዊ የመጻፍ ብልኃቶችን የተጠቀሙ ቢኾንም በአንቀጽ ግጥምጥምነት ላይ የጎላ መሻሻል አላሳዩም። ይህ ውጤት በልዕለአእምሯዊ የመጻፍ ብልኃቶች ምክንያት ያልተሻሻሉ የመጻፍ ገጽታዎች መኖራቸውን ያመላከተ ነው። ይኹንእንጂ፣ ውጤቱ የመጣው አንድም የጥናቱ ተሳታፊዎች አነስተኛ በመኾናቸውና በቁጥር ባለመመጣጠናቸው (የፍትነት ቡድኑ 19፣ የቁጥጥር ቡድኑ ደግሞ 10 ተሳታፊዎችን ይዟል) የተነሳ ሊኾን ይችላል። እንዲሁም፣ ተመራማሪው እንደሚያምኑት ፍትነቱ የተከናወነበት ጊዜ ማጠር (ዘጠኝ ሳምንታት) እንደክፍተት ሊቆጠር ይችላል።

ልዕለአእምሯዊ የመጻፍ ብልኃቶች፣ የመጻፍ ክሂል እንዲጎለብት ከማድረግ አኳያ ተማሪዎች የብልኃት አጠቃቀማቸውን እንዲቆጣጠሩና እንዲመሩ እንዲሁም ጥንካሬና ድክመታቸውን እንዲያስተውሉና መማራቸውን ለማሻሻል እንዲያውሉት የሚረዱ ናቸው (ሊና ማክ፣ 2018)። በመኾኑም፣ ልዕለአእምሯዊ የመጻፍ ብልኃቶች ትምህርት በአግባቡ ከተተገበረ የተማሪዎችን የመጻፍ ችሎታ በማጎልበት ረገድ አዎንታዊ ሚና እንዳላቸው ያመላከተው የዚህ ጥናት ውጤት በመጻፍ ክሂል ላይ ለተስተዋለው ችግር የመፍትሄ አማራጭ ሊኾን እንደሚችል ያመላክታል።

መጻፍን በልዕለአእምሯዊ የመጻፍ ብልኃቶች መማር ልዕለአእምሯዊ የመጻፍ ብልኃቶች ግንዛቤን በማሳደግ የመጻፍ ችሎታን የማጎልበት ኢቀጥተኛ ሚና እንዳለው (B = 7.830, t = 16.269, p = .037) ያሳየው የዚህ ጥናት ሦስተኛ ግኝት ነው። ይህ ውጤት ልዕለአእምሯዊ የመጻፍ ብልኃቶች በተማሪዎች የመጻፍ ችሎታ ላይ ለሚያሳድሩት ተጽዕኖ ልዕለአእምሯዊ የመጻፍ ብልኃቶች ግንዛቤ ያለውን የአማካይነት ሚና በተመለከተ ከድርሳናትና ከቀደምት ጥናቶች ጋራ ተጠየቃዊ ዝምድና እንዳለው ማየት ይቻላል። ይኸውም ልዕለአእምሯዊ የብልኃቶች ግንዛቤ፣ ግንዛቤን እየተቆጣጠሩ በመማር ላይ አዎንታዊ ተጽዕኖ እንዳለውና ለግንዛቤ ቁጥጥር ቅድመሁኔታ በመኾን እንደሚያገለግል ተመላክቷል (ኮርኖልዲ፣ 2010፤ ዌንደን፣ 1998)። የመጻፍ ብልኃቶች ትምህርትም የተማሪዎችን የብልኃት ግንዛቤ እንዳሻሻለ ጥናቶች (ቼን፣ 2022፤ ሴር፣ 2019) አሳይተዋል። የመማር ብልኃቶች ግንዛቤ ያላቸው ተማሪዎች ደግሞ ከሌላቸው ተማሪዎች የበለጠ የብልኃቶች ተጠቃሚና የተሻለ አፈጻጸም ያላቸው እንደሆኑ ተመራማሪዎች (ጋርነርና አሌክሳንደር፣ 1989፤ ፕሪስሊና ጋታላ፣ 1990፤

ሽራውና ዴኒሰን፣ 1994) አስገንዝበዋል። የዚህ ምክንያትም ልዕለአእምሯዊ የብልኃቶች ግንዛቤ አፈጻጸምን በቀጥታ ሊያሻሽል በሚችል መንገድ ተማሪዎች ትምህርታቸውን እንዲያቅዱ፣ እንዲያደራጁና እንዲቆጣጠሩ ማስቻሉ ነው። የተማሪዎችን ልዕለአእምሯዊ ግንዛቤ መሠረታቸውንና የመማር ብልኃት ክሂሎቻቸውን ለመገንባት ደግሞ ግልጽ ልዕለአእምሯዊ የብልኃቶች ትምህርት እንደሚያስፈልጋቸው ተጠቁሟል (ፔሪና ሌሎች፣ 2008 በቢችና ሌሎች ፣ 2020 እንደተጠቀሱት)።

ከዚህ በተጨማሪ ተማሪዎች ስለመጻፍ ብልኃቶች ያላቸው ግንዛቤ አነስተኛ ሲሆን የመጻፍ ችግር እንደሚያጋጥማቸውና የብልኃት ትምህርት በተማሪዎች የመጻፍ ብልኃት አጠቃቀምና የመጻፍ ብቃት፣ ጥራትና ብዛት ላይ አዎንታዊ ተጽዕኖ እንዳለው የታብሪዚና ራጂ (2016) የጥናት ውጤት አመላክቷል። ይህም ልዕለአእምሯዊ የብልኃቶች ግንዛቤ በብልኃቶች ምርጫና አጠቃቀም እንዲሁም በቁጥጥር ሂደቱና በአፈጻጸም ላይ ተጽዕኖ እንደሚያሳድር አመላካች ነው (ኮርኖልዲ፣ 2010)። ስለዚህ ልዕለአእምሯዊ የመጻፍ ብልኃቶች የተማሪዎችን የብልኃቶች ግንዛቤ በማሳደግ የመጻፍ ችሎታቸውን ሊያሻሽል እንደሚችል ከተጠቀሱት ድርሳናትና የጥናት ውጤቶች ተጠይቃዊ ግንኙነት መረዳት ይቻላል። ይኹንእንጂ፣ ልዕለአእምሯዊ የመጻፍ ብልኃቶች በብልኃቶቹ ግንዛቤ አማካይነት የመጻፍ ችሎታን የማጎልበት ኢቀጥተኛ ሚናቸውን በቀጥታ የመረመረ ጥናት አለመገኘቱ ይህን ውጤት አዲስ ግኝት ሊያደርገው ይችላል።

በአንጻሩ ከእነዚህ የጥናት ውጤቶች በተቃራኒ ልዕለአእምሯዊ የመጻፍ ብልኃቶች ትምህርት የተማሪዎችን የመጻፍ ውጤት ያሻሻለ ሲኾን፣ በተማሪዎች የብልኃቶች ግንዛቤ ላይ ግን መሻሻል እንዳላሳየ ያመላከቱ ምርምሮች አሉ (ሚቫሪችና አምራኒ፣ 2008፤ ቱንግ፣ 2016፤ ዋንግና ሐን፣ 2017)። ለእነዚህ ያልተለመዱ ለሚመስሉ ውጤቶች በተመራማሪዎች በተሰጡ ሐሳቦች ልዕለአእምሯዊ ብልኃቶች ግንዛቤ ጸሐፊዎች በመጻፍ ሂደታቸው ጊዜ ልዕለአእምሯዊ ቁጥጥር ማድረጋቸው አስፈላጊ ቢኾንም፣ በቂ ወይም ዋስትና እንደማይኾን ተመላክቷል (ሐንና ስቴቨንሰን፣ 2008)። ባጠቃላይ፣ በዚህ ጥናት የፍትነት ቡድኑ ተማሪዎች መጻፍን በልዕለአእምሯዊ የመጻፍ ብልኃቶች መማራቸው ልዕለአእምሯዊ የመጻፍ ብልኃቶች ግንዛቤያቸውን፣ የመጻፍ ችሎታቸውን እንዲሁም በልዕለአእምሯዊ የመጻፍ ብልኃቶች ግንዛቤ አማካይነት የመጻፍ ችሎታቸውን እንዳሻሻለው ታይቷል። በመኾኑም፣ ብልኃቶቹ መጻፍን በማስተማር ረገድ ትኩረት ቢሰጣቸው ተማሪዎች ከመጻፋቸው በፊት እንዲያቅዱ፣ የመጻፍ ሂደታቸውን እየተቆጣጠሩ እንዲጽፉና የጻፉትን በመገምገም በቀጣይ ጊዜ ድክመታቸውን እንዲያሻሽሉ ስለሚያደርጉ በተማሪዎች የመጻፍ ችሎታ ላይ ለታየው ችግር የመፍትሄ አማራጭ በመኾን ሊያገለግሉ ይችላሉ። ይህም እንዲገኝ ለሚፈለገው የትምህርት ጥራት አዎንታዊ አስተዋፆ ሊኖረው እንደሚችል ይታመናል።

6.ማጠቃለያ

ፍትነትመሰል ቅድመትምህርትና ድኅረትምህርት ባለቁጥጥር ቡድን የምርምር ስልት ንድፍን ተከትሎ የተካሄደው ይህ ጥናት ልዕለአእምሯዊ የመጻፍ ብልኃቶች በተማሪዎች ልዕለአእምሯዊ የመጻፍ ብልኃቶች ግንዛቤና በመጻፍ ችሎታ ላይ ያላቸውን ቀጥተኛና ኢቀጥተኛ ተጽዕኖ ፈትሿል። የጥናቱ ተሳታፊዎች በደሴ ከተማ መምህር አካለወልድ ኹለተኛ ደረጃ ትምህርትቤት በ2015 ዓ.ም በመማር ላይ ከነበሩ 15 ዘጠነኛ ክፍሎች መካከል በቀላል የዕጣ ንሞና በተመረጡ ኹለት መማሪያ ክፍሎች ውስጥ ይማሩ የነበሩ 104 ተማሪዎች ናቸው። ኹለቱ ክፍሎች አንዱ የፍትነት፣ አንዱ የቁጥጥር ቡድን በመኾን በእጣተመድበዋል።

የጥናቱ ቅድመና ድኅረትምህርት መረጃዎች በልዕለአእምሯዊ የመጻፍ ብልኃቶች ግንዛቤ የጽሑፍ መጠይቅና በመጻፍ ችሎታ መለኪያ ፈተና ተሰብስበዋል። የመረጃ መሰብሰቢያ መሣሪያዎቹ ተገቢነትና አስተማማኝነትም ተፈትሿል። ቅድመትምህርት መረጃዎች የቡድኖቹን ቅድመትምህርት ተመጣጣኝነት ለመፈተሽ ጥቅም ላይ ውለዋል። በዚህ መሠረት ቡድኖቹ በየታ (በካይ ካሬ ቴስት)፣ በእድሜ (በነጻ ናሙና ቲ-ቴስት)፣ እንዲሁም በመጻፍ ችሎታና በልዕለአእምሯዊ የመጻፍ ብልኃቶች ግንዛቤያቸው (በባለብዙ ተላውጦ ልይይት ትንተና) ተመጣጣኝ መሆናቸው ተረጋግጧል። ይህን ተከትሎም በምርምሩ በታቀደው መሠረት የፍትነት ቡድኑ መጻፍን በልዕለአእምሯዊ የመጻፍ ብልኃቶች፣ የቁጥጥር ቡድኑ ደግሞ በመደበኛው ሥርዐተትምህርት መሠረት ተምረዋል። ትምህርቱ በሳምንት አንድ ክፍለጊዜ ለተከታታይ 10 ሳምንታት ከተሰጠ በኋላ ድኅረትምህርት ልዕለአእምሯዊ የመጻፍ ብልኃቶች ግንዛቤ የጽሑፍ መጠይቅ ሞልተዋል፤ የመጻፍ ፈተናም ተፈትነዋል። ሞዴሉ ለጥናቱ መረጃ ተስማሚ መኾኑ ከተረጋገጠ በኋላ እነዚህ መረጃዎች በመዋቅራዊ እኩልዮሽ ሞዴል ተተንትነው የጥናቱ መሠረታዊ ጥያቄዎች ተመልሰዋል።

የጥናቱ ውጤት እንዳሳየውም ልዕለአእምሯዊ የመጻፍ ብልኃቶች በአማርኛ ቋንቋ ትምህርት በተማሪዎች ልዕለአእምሯዊ የመጻፍ ብልኃቶች ግንዛቤና ($\beta = .811$, $t = 4.456$, $< .001$) በመጻፍ ችሎታ ($\beta = .646$, $t = 6.3$, $< .001$) ላይ ቀጥተኛ ሚና እንዳላቸው በማሳየት አዎንታዊ ምላሽ ተገኝቷል። ይህም ተማሪዎቹ መጻፍን በልዕለአእምሯዊ የመጻፍ ብልኃቶች መማራቸው ልዕለአእምሯዊ የመጻፍ ብልኃቶች ግንዛቤያቸውንና የመጻፍ ችሎታቸውን እንዳሻሻለ ያሳያል። ከዚህ በተጨማሪም፣ ልዕለአእምሯዊ የመጻፍ ብልኃቶች በተማሪዎች የመጻፍ ችሎታ ላይ ላሳደሩት ተጽዕኖ ልዕለአእምሯዊ የመጻፍ ብልኃቶች ግንዛቤ ከፊል የአማካይነት (Partial mediation) ሚና ($B = 7.830$, $t = 16.269$, $p = .037$) እንዳለው ታውቋል።

በመኾኑም፣ በአማርኛ ቋንቋ የተማሪዎችን ልዕለአእምሯዊ የመጻፍ ብልኃቶች ግንዛቤና የመጻፍ ችሎታ ለማሻሻል ስለልዕለአእምሯዊ የመጻፍ ብልኃቶች ስልጠና ቢሰጥ እንዲገኝ ለሚፈለገው የትምህርት ጥራት አዎንታዊ አስተዋፆ ሊገኝ ይችላል። የአማርኛ ቋንቋ መምህራንም ብልኃቶቹን በግልጽ በማስተማር የተማሪዎቹን የብልኃቶች ግንዛቤና የመጻፍ ችሎታ በማሻሻል ረገድ አዎንታዊ

ተጽዕኖ ሊፈጥሩ ይችላሉ። የሥርዐተትምህርት ባለሙያዎችና የመጻሕፍት አዘጋጆችም ለብልኃቶቹ ትኩረት ቢሰጡ የተማሪዎችን የመጻፍ ችሎታ የማሻሻል ሚና ሊኖረው ይችላል። ይኹንእንጂ፣ የዚህ ጥናት ጥያቄዎች በአምንታ የተመለሱ ቢኾንም ከትግበራ ጊዜና (10 ሳምንታት) ከናሙና መጠን ማነስ አኳያ ውስንነቶች ሊኖሩበት ይችላል። በተጨማሪም፣ ልዕለአእምሯዊ የመጻፍ ብልኃቶች በተማሪዎች የመጻፍ ችሎታ ላይ ባላቸው ተጽዕኖ የልዕለአእምሯዊ የመጻፍ ብልኃቶች ግንዛቤን የአማካይነት ሚና የመረመረ ቀደምት ጥናት አልተገኘም። በመኾኑም ይህን ግኝት ለማጠናከር የትግበራ ጊዜውንና የናሙና መጠኑን በመጨመር ተጨማሪ ጥናቶች ማድረግ ተገቢ ይሆናል።

ምስጋና

የባሕር ዳር ዩኒቨርሲቲ ጥናቱን ለማካሄድ የገንዘብ ድጋፍ ስላደረገ፣ በደሴ ከተማ መምህር አካለወልድ ኹለተኛ ደረጃ ትምህርትቤት አስተዳደርና የወላጅ ተማሪና መምህር ኅብረት ጥናቱ እንዲካሄድ ስለፈቀዱ፣ የዘጠነኛ ክፍል (መማሪያ ክፍል "ሀ" እና መማሪያ ክፍል "ሐ") የፍትነትና የቁጥጥር ቡድን ኾነው ጥናቱ እንዲካሄድባቸው ይሁንታ ስለሰጡ፣ መምህር አሸብር ጉዲሳ በጥናቱ ንድፍ መሠረት የኹለቱን ክፍል ተማሪዎች ለ10 ተከታታይ ሳምንታት ስለአስተማሩና ታረቀኝ ተፈራ (ዶር.) መዋቅራዊ ትንተናን በተመለከተ ስለአማከሩ እናመሰግናለን።

የጥቅም ግጭት

ጥናቱ ከማንኛውም የጥቅም ግጭት ነጻ ነው።

ዋቢዎች

ዳዊት ፍሬሕይወት (2008)። *የመምህር-ተማሪ ምክክር (Conferencing) እና የመምህር የጽሑፍ ምጋቤ ምላሽ (Written Feedback) በተማሪዎች የመጻፍ ክሂል ላይ ያላቸው ተጽዕኖ* [*ያልታተመ የፍልስፍና ዶክትሬት ዲግሪ ማሟያ ጥናት*]። አዲስ አበባ ዩኒቨርሲቲ።

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Ethiop.j.lang.cult.commun.2024, 9(1): 113-142
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ISSN: 2518-2919
https://doi.org/10.20372/ejlcc.v9i1.1757

Original Research

ግብረመልስ በተማሪዎች የመጻፍ ክሂልና ተነሳሽነት ላይ ያለው ተፅዕኖ፤ በ 7ኛ ክፍል ተተኳሪነት

Tsegaye Beyene[1]፣ Mehiret Sadamo[2]፣ Abera Hussien[3]

1የፒ.ኤች.ዲ. ተማሪ ፣ ጂማ ዩኒቨርሲቲ፣ ጅማ፣ ኢትዮጵያ
2ፒ.ኤች.ዲ.፣ ጂማ ዩኒቨርሲቲ፣ ጂማ ፣ ኢትዮጵያ
3ፒ.ኤች.ዲ.፣ ጂማ ዩኒቨርሲቲ፣ ጂማ ፣ ኢትዮጵያ

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Abstract

This study examined the impact of feedback on students writing skill and motivation. It is a quasi-experimental research and has four groups (three experimental and one control) of students. The study conducted in 2016 E.C. at Haik no.1 primary school and the subjects are 144 grade 7 students. The school and the grade level were selected by simple random sampling and students were assigned in one of the four groups randomly. Pre - post essay writing test and motivation measuring questionnaire were administered to gather the study data. Before the intervention both the experimental and the control groups have taken pre writing test and motivation questionnaire. As a result, there no significance difference among the groups in their writing skill and motivational level. Then all groups practiced the same writing activities for 10 weeks. The only difference among the group during the writing activities is that group one receive written feedback ; group two receive oral feedback , group three revive peer feedback, whereas group four receive no feedback for their essay. Finally, all groups took post writing essay test and motivation questionnaire at the same time. The first question is that does feedback (written, oral and peer) has an effect on student writing skill?. The date analyzed by using one waye anova. The result show that feedback has an effect on students writing skills (F,(3,140)=13.9, p=.000). Tukey post hock show that both Oral feedback (m= 32.75, sd= 5.9), and written feedback (m=30.35, sd=6.4) have positive significance effect on students writing skill, While peer feedback has no effect on students writing skill. The second question is that does feedback (written, oral and peer) has an effect on students' motivation?. The analysis show that feedback has an effect (F(3,140) =8.0,p=.000) on students writing motivation. Written feedback (m= 70.4, sd=10.5) and oral feedback (69.8, sd=10.4) have significantly positive impact on students writing motivation, whereas peer feedback has no any effect on writing motivation. Therefore in order to improve students writing skill and motivation, teachers should give constructive written and oral feedback for their students' essay.

Ethiop.j.lang.cult.com.mun.2024, 9(1): 113-142
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ISSN: 2518-2919
https://doi.org/10.20372/ejlcc.v9i1.1757

አህጽሮተ ጥናት

የዚህ ጥናት ዋና ዓላማ ግብረመልስ በተማሪዎች የመጻፍ ክሂልና ተነሳሽነት ላይ ያለውን ተፅዕኖ መመርመር ነው፡፡ ጥናቱ ከፊል ፍትነታዊ (quasi-experiment) ንድፍን የተከተለ ሲሆን፣ ሶስት የሙከራ ቡድኖች (ሙከራ ቡድን 1፣ ሙከራ ቡድን 2 እና ሙከራ ቡድን 3) እና አንድ የቁጥጥር ቡድን (ቡድን 4) ያሉት ባለአራት ቡድን ጥናት ነው፡፡ የጥናቱ ተሳታፊዎች በ2016 ዓ.ም. በሐይቅ ቁጥር1 አንደኛ ደረጃ ትምህርት ቤት የሚማሩ 144 የሰባተኛ ክፍል ተማሪዎች ናቸው፡፡ የተመረጠው በቀላል ዕጣ ናሙና ዘዴ ሲሆን፣ ተማሪዎቹ በዕድል ሰጪ ናሙና ዘዴ ተመርጠው በሙከራና በቁጥጥር ቡድን ተደልድለዋል፡፡ የቅድመና ድህረ ትምህርት የመጻፍ ክሂል ፈተና እና 20 የተነሳሽነት መለኪያ ጥያቄዎችን የያዘ የጽሑፍ መጠይቅ ለመረጃ መሰብሰቢያነት ጥቅም ላይ ውለዋል፡፡ በዚህም የሙከራና የቁጥጥር ቡድኖቹ ተመሳሳይ የመጻፍ ተግባር ያከናወኑ ሲሆን፣ ቡድን 1 የጽሑፍ ግብረመልስ፣ ቡድን 2 የቃል ግብረመልስ፣ ቡድን 3 የጥንድ ግብረመልስ እየተሰጣቸው መጻፍን ሂደታዊ በሆነ መንገድ ተለማምደዋል፡፡ በአንጻሩ የቁጥጥር ቡድኑ ተማሪዎች የጻፉት አንቀጽ ያለ ምንም የማስተካከያ ግብረመልስ በመደበኛው ዘዴ እየታረመ ተመልሶላቸዋል፡፡ የተገኙት መረጃዎች በነጠላ ናሙና ልይይት (one way anova) ተተንትነዋል፡፡ በዚህም ግብረመልስ በተማሪዎች የመጻፍ ክሂል ላይ ተፅዕኖ እንዳለው (F,3,140=13.9, P=.000) የታወቀ ሲሆን፣ የቃል ግብረመልስ (m= 32.75, sd= 5.9) እና የጽሑፍ ግብረመልስ (m=30.35, sd=6.4) በተማሪዎች የመጻፍ ክሂል ላይ ጉልህ አዎንታዊ ተጽዕኖ ያላቸው መሆኑ በቱኪይ ፖስት ሆክ ተረጋግጧል፡፡ የጥንድ ግብረመልስ ግን በተማሪዎች የመጻፍ ክሂል ላይ ምንም ተፅዕኖ እንደሌለው የጥናቱ ውጤት አሳይቷል፡፡ በተጨማሪም፣ ግብረመልስ በተማሪዎች የመጻፍ ተነሳሽነት ላይ ተጽዕኖ ያለው ሲሆን (F,3,140=8.0, P=.000)፣ የጽሑፍ ግብረመልስ (m=70.4፣ sd= 10.5) እና የቃል ግብረመልስ (m=69.8፣ sd= 10.4) በመጻፍ ተነሳሽነት ላይ አዎንታዊ ተጽዕኖ እንዳላቸው በቱኪይ ፖስት ሆክ ተረጋግጧል፡፡ በአንጻሩ የጥንድ ግብረመልስ በተማሪዎች የመጻፍ ተነሳሽነት ላይ ተጽዕኖ እንደሌለው ጥናቱ አመልክቷል፡፡ በዚህም፣ መምህራን ቀጥተኛ የሆነ የጽሑፍና የቃል የማስተካከያ ግብረመልስ ቢሰጡ የተማሪዎችን የመጻፍ ክሂል ማሻሻል ይችላሉ፡፡ በተጨማሪም፣ ከመምህር የሚሰጥ የጽሑፍና የቃል ግብረመልስ የተማሪዎችን የመጻፍ ተነሳሽነት ይጨምራል የሚል ድምዳሜ ላይ ተደርሷል፡፡

ቁልፍ ቃላት፤ ግብረመልስ፣የመጻፍ ተነሳሽነት፣ የመጻፍ ሂደታዊ አቀራረብ፣ የመጻፍ ክሂል

Citation: Tsegaye Beyene, Mehiret Sadamo, Abera Hussien. (2024). ***ግብረመልስ በተማሪዎች የመጻፍ ክሂልና ተነሳሽነት ላይ ያለው ተፅዕኖ፤ በ 7ኛ ክፍል ተተኳሪነት***. *Ethiopian Journal of Language, Culture and Communication, 9*(1).113-142.
https://doi.org/10.20372/ejlcc.v9i1.1757

Submitted: March 2024 | *Revised: May 2024* | *Acceptted: June 2024*

1.መግቢያ

1.1.የጥናቱ ዳራ

ቋንቋ የሰው ልጅ መሰረታዊ የመግባቢያ መሳሪያ ነው። ሰዎች ሀሳባቸውን የሚለዋወጡትና ስሜታቸውን የሚገልጹት በቋንቋ ነው። ይህን ለማድረግ ከሚያስችሉ የቋንቋ ክሂሎች አንዱ ጽሕፈት ነው። Sarwat እና ሌሎች (2021) እንደገለጹት የሰው ልጅ በዕድገት ታሪኩ ካዳበራቸው ጉዳዮችና እውቀቱን፣ ሀሳቡንና አመለካከቱን ከአንድ ትውልድ ወደ ቀጣዩ ትውልድ ከሚያስተላልፍባቸው መንገዶች መካከል አንዱ ጽሕፈት ነው። በዚህም እውቀቱም፣ መረጃውን፣ ሀሳቡንና አመለካከቱን ከአንድ ትውልድ ወደቀጣዩ ትውልድ የሚያስተላልፈው በጽሕፈት ነው። ጽሕፈት በታወቀ ስምምነት የቋንቋ ድምጾችን የሚወክሉ ፊደላትን በስርዓት በመቅረጽ ቃላትንና ዓረፍተነገሮችን በመመስረትና ስርዓተነጥቦችን በመጠቀም ሀሳባችንንና ስሜታችንን የምናስተላልፍበት ሂደት እንደሆነ Maziane (2019) እና Al- Zyoud እና ሌሎች (2017) አስረድተዋል። ከአራቱ የቋንቋ ክሂሎች መካከል መጻፍ አንዱ ሲሆን በትምህርትቤት የጽሑፍ ቋንቋን የምናስተምረውም ሀሳብን በጽሑፍ መግለጽ ለግንዛቤና ለትውስታ ከፍ ያለ ሚና ስላለውና እንደማዳመጥ፣ መናገርና ማንበብ ክሂሎች ሁሉ በዕለት ተዕለት መስተጋብራችን ወሳኝ ስለሆነ እንደሆነ Harmer (2001) አስረድተዋል።

በሉላዊነት ዓለም በርካታ መደዊ ተግባቦቶች፣ ፕሮፖዛሎች፣ ደብዳቤዎች፣ ማስታወቂያዎች፣ ቃለጉባዔዎች፣ ዘገባዎች፣ ማመልከቻዎች፣ የኢሜል መረጃዎች ወዘተ. የሚከናወኑት በጽሑፍ ነው (Harmer, 2001; Klimova, 2013; Salvaraj እና Aziz, 2019)። በዚህ ክፍለ ዘመን አብዛኛዎቹ መደዎች ጥሩ የመጻፍ ችሎታን የሚጠይቁ በመሆናቸው የመጻፍ ክሂልን ማዳበር አስፈላጊ እንደሆነ Salvaraj እና Aziz (2019) ገልጸዋል። ከዚህ አኳያ ተማሪዎች ራሳቸውን በጽሑፍ እንዴት እንደሚገልጹ ካላወቁ በትምህርት ቤት ከመምህሮቻቸው፣ በንግዱ ዓለም ከደንበኞቻቸው፣ በስራው ዓለም ከቀጣሪዎቻቸው፣ ከጓደኞቻቸውና ከማንኛውም ሰው ጋር መግባባት አይችሉም (Klimova, 2013; Tillema, 2012 & Eggleston, 2017, Andriani & Agustiningsih, 2021)። ይህም ጽሕፈት ከትምህርት ቤት እስከ ስራ ቦታ በግል ሕይወታችንም ጭምር አስፈላጊ መሆኑንና ይህን ጠቃሚ ክሂል ማዳበር ወሳኝ መሆኑን ያመላክታል።

ይህን ያህል አስፈላጊ የሆነው የመጻፍ ክሂል ከሌሎቹ የቋንቋ ክሂሎች ጋር ሲነጻጸር በጣም ውስብስብ ክሂል መሆኑን Al-Zyoud እና ሌሎች (2017) እና Wahyuni (2017) ይገልጻሉ። የተማሪዎችም የመጻፍ ክሂል በጣም አነስተኛ በመሆኑ ቀላል ዓረፍተነገር መመስረትና ተጠየቃዊ አደረጃጀት ያለው ጥሩ አንቀጽ ማዋቀር አይችሉም፤ መጻፍ አንችልም ብለው ስለሚያስቡ ስህተት መስራትንም ይፈራሉ (Andriani & Agustiningsih, 2021)። ምክንያቱም በአንድ በኩል መጻፍ በርካታ እውቀቶችን (የይዘት እውቀት፣ ሀሳብ የማመንጨትና የማደራጀት ችሎታና የጽሕፈት ስምምነት እውቀት) በሌላው በኩል ተገቢ ቃላት የመጠቀም፣ ጥሩ ዓረፍተነገር የማዋቀር፣ ትክክለኛ ሰዋስው የመጠቀም፣ አንቀጽ የመመስረት

ብሎም ሙሉ ድርሰት የመጻፍ ችሎታዎችን የሚጠይቅ በመሆኑ ነው (Salvaraj & Aziz, 2019; Andriani & Agustiningsih, 2021)። በመጻፍ ክሂል መከናወን ያለባቸው ንዑሳን ክሂሎች በመኖራቸው አፍ-ፈት ላልሆኑ የሁለተኛ ወይም የውጪ ቋንቋ ተማሪዎች ብቻ ሳይሆን አፍ-ፈት ለሆኑ ተማሪዎችም አስቸጋሪና ፈታኝ ክሂል መሆኑን Kroll (1990) ገልጸዋል። መጻፍ ክሂለ ብዙ ተግባር እንደሆነ፣ እየጻፉ መማርን እንደሚጠይቅና ወደ ጽሑፍ ከመገባቱ በፊትና ከተገባም በኋላ በርካታ ሂደቶችን ማለፍ የግድ እንደሚል ማረው(1996) ያስረዳሉ። ፡ Kroll (1994) በበኩላቸው የመጻፍ ተግባር ሂደታዊ እንጂ በአንድ ረቂቅ ተጀምሮ ቀጥ ባለ መስመራዊ ቅደምተከተል ተጽፎ የሚያልቅ አለመሆኑን ገልጸዋል፤ አክለውም መጻፍ ወደኋላና ወደፊት መመላለስን ደጋግሞ ማርቀቅንና መከለስን የሚፈልግ ተግባር መሆኑን አስረድተዋል።

Driver (2012) እና Troia እና ሌሎች (2012) በበኩላቸው መጻፍ በተፈጥሮ የሚዳብር ክሂል ሳይሆን ስልጠናና ልምምድ የሚፈልግ፣ ግላዊ ጥረትን የሚጠይቅና በህግ የሚመራ ስለሆነ በመጀመሪያም ሆነ በሁለተኛ ቋንቋ የመጻፍ ሂደት ስህተት መኖሩ ተፈጥሯዊ ገጽታ መሆኑን አስረድተዋል። በተለይ ለጀማሪ ተማሪዎች መጻፍ ውስብስብና አስቸጋሪ ክሂል ስለሆነ በመጻፍ ሂደት የሚፈጥሩት ስህተት የሚስተካከለው በመምህር ግብረመልስ ነው (Salvaraj & Aziz, 2019; Hidi & Boscolo, 2007)። የመጻፍ ክሂል አስቸጋሪነት ሀሳብ በማመንጨትና በማደራጀት ላይ ብቻ ሳይሆን፣ ሀሳብን ወደሚነበብ ጽሑፍ በመቀየር ሂደትም የሚያጋጥም ነው። በመጻፍ ሂደት የሚያጋጥሙ የቃላት፣ የሰዋስው፣ የስርዓተነጥብ፣ የአደረጃጀት ወዘተ. ስህተቶችን ለማስወገድና ተማሪዎች በትክክል እንዲጽፉ፣ ወጥ ስልትን እንዲከተሉ፣ ድግግሞሽን እንዲቀንሱና ሀሳብን በጥንቃቄ እንዲያደራጁ ለማድረግ የግብረመልስ ድጋፍና ማስተካከያ መኖር እንዳለበት Andriani እና Agustinningsih(2021) አመልክተዋል። በተጨማሪም፣ ግብረመልስ መሰረታዊ የሆነ የቋንቋ መማር አካል በመሆኑ በተማሪዎች መማርና ውጤት ላይ አዎንታዊ ተፅዕኖ አለው። የማስተካከያ ግብረመልስ መስጠት ተማሪ ጸሐፊዎች የጽሑፍ ቅንጫቢዎችን ጥሩ አድርገው እንዲጽፉ የሚረዳ በጣም ጠቃሚ ብልሃት እንደሆነና በጥንቃቄ ከተመረጠና ለተማሪዎች በአግባቡ ከተሰጠ የተማሪዎችን የመጻፍ ክሂልና የመጻፍ ተነሳሽነት እንደሚያሳድግ የገለጹት Zahida እና Zaru (2014) ናቸው።

Kroll(1990) በበኩላቸው መምህራን የተማሪዎችን የጽሑፍ ጥራት ለማሻሻልና ስህተቶችን ለማረም የተለያዩ የጽሑፍ ማሻሻያ የግብረመልስ ስልቶችን በማቅረብ ጣልቃ መግባት (intervention) እንዳለባቸው ይገልጻሉ። እነዚህም የጽሑፍ፣ የቃል፣ የጥንድ፣ የግል፣ በኮምፒዩተር የታገዘ ወዘተ. የመሳሰሉት የግብረመልስ ስልቶች ለጽሑፍ ተግባር በቀጥታ ወይም በኢቀጥታ መንገድ የሚሰጡ ማስተካከያዎች ናቸው። Kluger እና DeNisi (1996) ደግሞ በተማሪዎች ወቅታዊ አፈጻጸምና በተነደፈው ግብ (ስታንዳርድ) መካከል ያለውን ክፍተት ወይም ልዩነት ለመሙላት ጣልቃ የመግባቱ ስራ ግብረመልስ እንደሆነ አስረድተዋል።

በአለም ዙሪያ መጻፍን መማር ፈታኝ እንደሆነ ሁሉ ተደጋጋሚ፣ ወቅታዊና ትክክለኛ ግብረመልስ አለመስጠትም እንዲሁ መሰረታዊ ችግር መሆኑን Cui (2021) ገልጸዋል። Akkuzu (2014) ማስተማርን ያለግብረመልስ ማሰብ አካልን ያለ እስትንፋስ፣ ዐጽምን ያለ ስጋና ደም እንደማቆም ይቆጠራል ይላሉ። ግብረመልስ ስለሰዎች ባህሪ እውነትነትና ሀሰትነት መረጃ የሚሰጥ፣ ተማሪዎች በራሳቸው እይታና በሌሎች እይታ (በመምህራንና በጥንዶች) ስለራሳቸው ለማየት የሚያስችል በር የሚከፍቱበት ነው። Hattie እና Timperley (2007) እንደገለጹት ግብረመልስ ተማሪዎች ወዴት ነው የምሄደው? እንዴት ነው የምሄደው? እንዲሁም በቀጣይ ምን ይጠበቅብኛል? የሚሉ ሶስት መሰረታዊ ጥያቄዎችን እንዲመልሱና በተሰጣቸው ግብረመልስ ተመስርተው ክለሳና ማሻሻያ እንዲያደርጉ ይረዳቸዋል። Adarkwah (2021) ግብረመልስ ከምዘና ጋር ጥብቅ ግንኙነት እንዳለውና የምዘና መሰረታዊ ክፍል እንደሆነ ሲገልጹ፣ Tsagari (2019) ግን፣ የግብረመልስ ሚና ከምዘና በላይ እንደሆነ ያስረዳሉ። ግብረመልስ የተማሪዎችን ወቅታዊ አፈጻጸም መረጃ በመስጠትና ወደታለመው ግብ በመምራት ምዘናን ከመማር-ማስተማር ጋር ያስተሳስራል። የመማር ማስተማር ሂደቱን ከማገዝና ጥንካሬና ድክመትን ከመለየት፣ በተማሪዎች ወቅታዊ አፈጻጸምና በሚጠበቀው ግብ መካከል ያለውን ክፍተት ከመሙላትና አማራጭ ስልቶችን ከማቅረብ አንጻር የሂደታዊ ምዘና ግብረመልስ (formative assessment feedback) ተመራጭ እንደሆነ (Adarkwah, 2021) አስረድተዋል። ይሁንና መምህራን ምዘናን ውጤት ለመመዝገብ እንጂ፣ ከምዘና ተነስተው ግብረመልስ በመስጠት የተማሪዎችን መማር ለማሻሻል መጠቀም አለመቻላቸው መሰረታዊ ችግር እንደሆነ አስረድተዋል። Zahida እና ሌሎች (2013) እንዳሉት ተማሪዎች ከግብረመልስ የተገኙ መረጃዎችን ጽሑፋቸውን ለማሻሻልና ተመሳሳይ ስህተት ላለመድገም ይጠቀሙባቸዋል። በመምህርና በጥንድ የሚሰጥ ግብረመልስ (አስተያየቶች፣ጥያቄዎች እና ሀሳቦች) ተማሪው የት ላይ እንደተሳሳተ፣ አላግባብ የሆነ የሀሳብ አደረጃጀት እንዳለ፣ መዳበር ያለበት ሀሳብ እንደቀረና ተገቢ ያልሆኑ ቃላት እንዳሉ ይማርበታል(Rahmawati, 2015; እና Ken, 1990)።

ግብረመልስ የተማሪዎችን የመጻፍ ክሂል ከማሻሻሉ በተጨማሪ፣ ለመጻፍ ያላቸውን ተነሳሽነት ለማሳደግ የሚያግዝ ትምህርታዊ ተግባር መሆኑን Duijnhouwer እና ሌሎች (2010) ገልጸዋል። በተጨማሪም፤ ግብረመልስ በተማሪዎች አሁናዊ መማርና በተነደፈው ግብ መካከል ያለውን ክፍተት በመሙላት ተነሳሽነታቸውን ለማሳደግ ጉልህ ሚና ያለው መሆኑን Kluger እና DeNisi (1996) ገልጸዋል። Andriani እና Agustiningsih (2021) በበኩላቸው ግብረመልስ የተማሪዎችን ተነሳሽነት በማሳደግ የመጻፍ ክሂልን ማሻሻል አላማ ያደረገ ተግባር መሆኑን አስረድተዋል። Zahida እና ሌሎች (2014) በበኩላቸው ተማሪዎች ከመምህሮቻቸው ተገቢ ግብረመልስ ስለማያገኙ ለመጻፍ እንደማይነሳሱ ገልጸዋል። ለመጻፍ ተነሳሽነት ስለሌላቸውም ፍርሃት ያድርባቸውና የመጻፍ ብቃታቸውም ዝቅተኛ ይሆናል።

Hidi እና Boscolo(2007) እንደገለጹት የቋንቋ መምህራን ተነሳሽነትን በሚመለከት የጽሕፈት ተመራማሪዎችን የሚጠይቋቸው ዅለት መሰረታዊ

ጥያቄዎች አሉ፡፡ የመጀመሪያው ተማሪዎች የመጻፍ ተነሳሽነት ለምን የላቸውም? ኹለተኛው የመጻፍ ተነሳሽነታቸው የሚጨምረው እንዴት ነው የሚሉት ናቸው? እነዚህ ጥያቄዎች በአንድ በኩል ተማሪዎች ለመጻፍ ተነሳሽነት እንደሌላቸው የሚጠቁሙ ሲሆን፣ በሌላ በኩል ደግሞ ተማሪዎች ለመጻፍ ያላቸውን ዝቅተኛ ተነሳሽነት ለማሻሻል የሚያስችሉ ስልቶች ምን እንደሆኑ የሚጠይቁ ናቸው፡፡ ከዚህ አኳያ Ellis (2009)ን ጠቅሰው Hizwari እና Hamidun (2013) እንደገለጹት ግብረመልስ ተማሪዎች የመጻፍ ተነሳሽነት እንዲኖራቸው በማድረግ ብሎም ስነልሳናዊ ትክክለኛነትን በማረጋገጥ ተነሳስተው ጥሩ ጽሑፍ እንዲጽፉና ሀሳባቸውን እንዲያስፋፉ ትልቅ ሚና ይጫወታል፡፡ በተጨማሪም፤ ተማሪዎችን በመደገፍ (scaffold) ለቋንቋ ትምህርት በተለይ ደግሞ ለመጻፍ ክሂል ተነሳሽነት እንዲኖራቸው ለማድረግ ግብረመልስ ወሳኝ ዘዴ እንደሆነ አብራርተዋል፡፡

በአጠቃላይ፣ ግብረመልስ በተነሳሽነት ላይ ተፅዕኖ እንደሚያሳድር ንድፈሀሳቦችና ጥናቶች ይደግፋሉ (Shunk, 1995)፡፡ በተነሳሽነት ላይ በሚኖረው ተጽዕኖ የተነሳም በመጻፍ አፈጻጸም ላይ ተፅዕኖ ያሳድራል፡፡ ግብረመልስን በአዎንታዊ የሚቀበሉ ተማሪዎች ፈታኝ ሁኔታዎችን ተቋቁመው ተግባራትን ለማከናወን ከፍተኛ ተነሳሽነት አላቸው፡፡ በዚህም ተነሳሽነታቸውን ይዘው ውጤታማ ለመሆን ጠንክረው ይሰራሉ፡፡ ይሁንና የተማሪዎች የመጻፍ ችሎታም ሆነ ለመጻፍ ያላቸው ተነሳሽነት አሳሳቢ ደረጃ ላይ መድረሱን ከተማሪዎች የክፍል ውስጥ ጽሑፍ፣ ከኢንተርንሺፕ ምልከታና ከመምህራን ውይይት ለመረዳት ተችሏል፡፡ የቋንቋ መምህራን የመጻፍ ተግባር አድካሚ ነው በሚል ተማሪዎች እንዲጽፉ አያበረታቱም፡፡ በዚህም፣ መምህራን በክፍል ውስጥ የተማሪዎችን የጽሑፍ ችሎታ የሚያሻሽል ተግባርና ያንን ተግባር ተከትሎ ገንቢ የሆነ ተጨባጭ ግብረመልስ ሲሰጡ አልታዩም፡፡ ተማሪዎችም መጻፍን የሚፈሩ፣ አቀናብረው ሳይሆን የተጻፈውን ብቻ የሚገለብጡና ጽሑፎቻቸውም ቢሆኑ ለማንበብ እጅግ ፈታኝ የሆኑ ናቸው፡፡ ስለሆነም፣ ይህ ጥናት የተማሪዎችን የመጻፍ ክሂል ለማሻሻልና ለመጻፍ ያላቸውን ተነሳሽነት ለማሳደግ በሚያስችሉ ግብረመልሶች ፍተሻ ላይ ያተኩራል፡፡

1.2.የጥናቱ አነሳሽ ምክንያት

መጻፍ ለመግባባት፣ በማህበረሰቡ ውስጥ ለማገልገል፣ ዕውቀት ለማግኘትና የተማሩትንም መልሶ ለማንጸባረቅ የሚያስችል መሰረታዊ ክሂል ቢሆንም፣ የበርካታ ተማሪዎች የመጻፍ ክሂል አሳሳቢ ችግር ውስጥ መውደቁን የተለያዩ ሀገራት ጥናቶችን በመጠቅስ Rietdijk እና ሌሎች (2018) አስረድተዋል፡፡ በአሜሪካ national Assessment for education progress (NAEP) እንዳረጋገጠው አንድ አምስተኛ የሚሆኑ የስምተኛና የ12ኛ ክፍል ተማሪዎች ከመሰረታዊ የመጻፍ ደረጃ በታች ውጤት አምጥተዋል፡፡ በእንግሊዝም በርካታ የአንደኛ ደረጃ ተማሪዎች ከሚጠበቀው የመጻፍ ብቃት በታች ውጤት አስመዝግበዋል፡፡ በፖርቹጋል ከግማሽ በላይ የሚሆኑ የአራተኛ ክፍል ተማሪዎች ደካማ ጸሐፊዎች ናቸው፡፡ በጀርመንም አንድ ሶስተኛ የሚሆኑ የዘጠነኛ ክፍል

ተማሪዎች ተቀባይነት የሌለው ቴክስት እንደሚጽፉ ተረጋግጧል። በኔዘርላንድም ተመሳሳይ ችግር መኖሩን በተማሪዎች የመጻፍ አፈጻጸም ላይ የተካሄዱ ጥናቶች አሳይተዋል። በደች የተካሄዱ ሁለት ጥናቶችም በአንደኛ ደረጃ ትምህርት መጨረሻ (11-12 ዓመት) ተማሪዎች የሚጽፉት ጽሑፍ ከይዘት፣ ከአደረጃጀት፣ ከስልትና ከተግባቦት ብቃት አኳያ አስከፊ ጉድለት(flaw) ያለበት መሆኑን አሳይተዋል። በአጠቃላይ Rietdijk እና ሌሎች (2018) እንዳሉት ይህ የተለያዩ ሀገራት ንጽጽር የሚያሳየው የተማሪዎች የመጻፍ ክሂል ብቃት ዝቅተኛ መሆኑን ብቻ ሳይሆን ችግሩ የጋራ መሆኑንና የበርካታ ሀገራት የመጻፍ ክሂል ትምህርት መሻሻል የሚያስፈልገው መሆኑን ጭምር ነው። በተጨማሪም፣ Duijnhouwer እና ሌሎች (2010) እንዳስረዱት ከመጻፍ ክሂል አስቸጋሪነትና ውስብስብነት ባህሪ የተነሳ በርካታ ጀማሪም ሆኑ ተመራቂ የዩኒቨርሲቲ ተማሪዎች የመጻፍ ችሎታቸው ከበቂ በታች ነው። ማረው (1996) በበኩላቸው በዲፕሎማም ሆነ በዲግሪ ደረጃ በአማርኛ ቋንቋና መሰል ትምህርት ክፍሎች ትምህርታቸውን የሚከታተሉ ብዙ ተማሪዎች ትልቁ ችግራቸው በቋንቋቸው መጻፍ አለመቻል እንደሆነ ገልጸዋል።

በበርካታ ትምህርት ቤቶች ከተደረጉ ምልከታዎች መረዳት እንደተቻለው ተማሪዎች አፋቸውን በፈቱበትና አንደኛ ደረጃ ትምህርታቸውን በሚማሩበት አማርኛ ቋንቋ የተሟላ ዓረፍተነገር መመስረትም ሆነ ሀሳባቸውን በጽሑፍ መግለጽ ይቸግራቸዋል። የዚህ ጥናት አጥኚ ለኮሌጅ-ትምህርትቤት ግንኙነት(school-college link)፣ ለኢንተርንሺፕና ለፕራክቲከም ምልከታዎች ወደተለያዩ የአንደኛ ደረጃ ትምህርት ቤቶች በሄደበት ወቅት የተማሪዎች የመጻፍ ክሂል በጣም ዝቅተኛ በመሆኑ በተስተካከሉ ዓረፍተነገሮች አንቀጽ መጻፍ እንደማይችሉ ለማየት ችሏል። መጻፍን በአግባቡ ስላልተለማመዱ ለአብዛኛዎቹ ተማሪዎች ከባድ ችግር ሆኗል። ከእውነተኛ የክፍል ውስጥ መማር ማስተማር ሂደት ምልከታ ለመረዳት እንደተቻለው የመጻፍ ተግባር በተመደበለት ክፍለ ጊዜ ልክ እየተተገበረ አይደለም። የተለያዩ ግብረመልሶችን በመስጠት ተማሪዎች የመጻፍ ድርሰት እንዲከልሱና እንዲያሻሽሉ ማድረግ አድካሚና አሰልቺ ተደርጎ በመወሰዱ መምህራን በውል ሲተገብሩት አልታዩም። በዚህም ተማሪዎች የተሟላ መልዕክት የሚያስተላልፍ፣ ትክክለኛ ሰዋስዋዊ አወቃቀር ያለው፣ በተገቢ ቃላት የተጻፈና አስፈላጊ ስርዓተነጥቦችን የያዘ ጽሑፍ መጻፍ አይችሉም። ጽሑፋቸውም ቢሆን ለማንበብ እጅግ ፈታኝ የሆነ ነው። ከአንደኛ ደረጃ እስከ ከፍተኛ ትምህርት ከሚያስተምሩ መምህራን ጋር ከተደረጉ ኢመደበኛ ውይይቶች መረዳት እንደተቻለው ተማሪዎች የተሟላ ሀሳብ ያለው አንቀጽ ቀርቶ የተስተካከለ ዓረፍተነገር የመመስረት ችግር አለባቸው። ስለሆነም የአንደኛ ደረጃ ተማሪዎች የመጻፍ ችግር አሁንም የቀጠለ በመሆኑ በትምህርት ጥራትና በተማሪዎች መማር ላይ አሉታዊ ተጽዕኖ እያሳደረ ይገኛል።

ለተማሪዎች የመጻፍ ክሂል ብቃት ዝቅተኛ መሆን ምክንያቱ የመጻፍ ትምህርትን በክፍል ውስጥ በተገቢ ሁኔታ አለመተግበር፣ ለመጻፍ ሂደቶች ምንም ትኩረት አለመስጠትና ወይም ትንሽ ትኩረት መስጠትና ተማሪዎች ለጻፉት ጽሑፍ በቂ ግብረመልስ አለማግኘት መሰረታዊ ችግሮች መሆናቸውን Rietdijk እና ሌሎች

(2018) አስረድተዋል። Sarwat እና ሌሎች (2021) ደግሞ የመጀመሪያ ደረጃ ተማሪዎች የመጻፍ ክሂል አነስተኛ መሆኑን ገልፀው ለዚህም ምክንያቶቹ የተማሪዎች ተነሳሽነት አለመኖር፣ ለመጻፍ በቂ ጊዜ ማጣት፣ የማንበብና የመጻፍ ልምድ ማነስ፣ ለጻፉት ጽሑፍ ተገቢ ግብረመልስና አስተያየት አለማግኘት፣ የቁሳቁስ እጥረት፣ የክፍለጊዜ መጨናነቅና የተማሪዎች ማህበራዊ ዳራ መሆናቸውን አብራርተዋል። ከእነዚህ ምክንያቶች መካከል በዚህ ጥናት ሊተኮርባቸው የታሰቡት የተማሪዎች ለመጻፍ ተነሳሽነት አለመኖርና ለጻፉት ጽሑፍ ተገቢ ግብረመልስና አስተያየት አለማግኘት ናቸው። ምክንያቱም አጥኚው በማስተማር ሂደት ባደረጋቸው ምልከታዎችም ሆነ አንደኛ ደረጃ ከሚያስተምሩ መምህራን ጋር ባካሄዳቸው ውይይቶች እንደተረዳው ተማሪዎች የመጻፍ ተግባር ሲሰጣቸው ለመጻፍ ያላቸው ተነሳሽነት በጣም አነስተኛ ነው። መምህራንም የመጻፍ ተግባር አድካሚ ነው በሚል እሳቤ ለተማሪዎች የመጻፍ ተግባርና ተገቢ ግብረመልስ እንደማይሰጡ ተመልክቷል። ይህን ሀሳብ ለማጠናከር መጻፍ ለዘለቂ የትምህርት ስኬት መሰረት ቢሆንም፣ መምህራን መጻፍን የሚያስተምሩበትና ለተማሪዎች ጽሑፍ ግብረመልስ የሚሰጡበት ስልት ችግር ያለበት መሆኑን Kalipa (2014) ገልጸዋል። በተጨማሪም፣ ለተማሪዎች የመጻፍ ብቃት (performance) ዝቅተኛ መሆን ሁለት መሰረታዊ ምክንያቶች እንዳሉ Yuk እና Yunus (2021) ገልጸዋል። የመጀመሪያው፤ ለተማሪዎች የመጻፍ ክሂል መሻሻል አስተያየትና ገንቢ ግብረመልስ በመስጠት በኩል የመምህራን ድርሻ አነስተኛ መሆን ሲሆን፣ ሁለተኛው ለመጻፍ ሂደት ወሳኝ የሆነው የቅድመመጻፍ ሂደት አለመተግበር ናቸው። በዚህ የተነሳ ተማሪዎች ዝቅተኛ የመጻፍ ብቃት እንዳላቸው አስረድተዋል። ከዚህ አኳያ ለተማሪዎች የመጻፍ ክሂል ዝቅተኛ መሆንና ለመጻፍ ተነሳሽነት መቀነስ የመምህራን ተገቢ ግብረመልስ አለመኖር መሆን አለመሆኑ እና ተገቢ ግብረመልስ መስጠት የተማሪዎችን የመጻፍ ክሂልና ተነሳሽነት ያሻሽል እንደሆነ መመርመር የዚህ ጥናት አንደኛው ምክንያት ተደርጎ ተወስዷል።

በአለም ዙሪያ በግብረመልስ ላይ የተደረጉ ጥናቶች ግብረመልስ የመጻፍ ክሂልን ለማሻሻል በሚኖረው ሚና ላይ እኩል አዎንታዊ ድጋፍ የላቸውም። ግብረመልስ በተማሪዎች የመጻፍ ክሂል ላይ ልዩነት ያመጣል? ከሆነስ የትኛው ግብረመልስ? በየትኛው ዘርፍ ላይ? የመምህር፣ የጥንድ፣ የቃል፣ የጽሑፍ ግብረመልስ ወይስ በቴክኖሎጂ የታገዘ ግብረመልስ? በሚሉ ጉዳዮች ላይ ልዩነቶች ታይተዋል (Hyland & Hyland, 2006)። ይህ ማለት ከጥናቶቹ ልዩነት አይጠበቅም ወይም ተመሳሳይ ውጤት ይኑራቸው ለማለት ሳይሆን በዘርፉ የሚካሄደው ጥናት መቀጠሉን ለማሳየት ነው። በዚህም የትኛው የግብረመልስ ስልት የተማሪዎችን የጽሑፍ ክሂል ለማሻሻል የበለጠ ውጤታማ መሆን አለመሆኑን ለማወቅ ተጨማሪ ምርምሮች እንደሚያስፈልጉ ጥናቶቹ ጠቁመዋል (Ferris, 2003)። በዚህም መሰረት፣ ይህ ጥናት የተለያዩ የግብረመልስ ስልቶች በተማሪዎች የመጻፍ ክሂልና ተነሳሽነት ላይ ተጽዕኖ እንዳላቸው ለመመርመር የታለመ ጥናት ነው። ስለሆነም፣ የተማሪዎችን የመጻፍ ክሂልና ተነሳሽነት በማሻሻል ረገድ

ከጽሑፍ፣ ከቃልና ከጥንድ ግብረመልሶች የትኛው የተሻለ ተዕዕኖ እንዳለው መፈተሽ የዚህ ጥናት ሁለተኛው አነሳሽ ምክንያት ነው።

ከግብረመልስ ጋር በተገናኘ በአማርኛ ቋንቋ በሁለተኛ ድግሪ ሰለሞን (1987) የብጤ ዕርማት፣ ትዕግስት (1998) የመምህር ጽሑፋዊ ምጋቤ ምላሽ፣ እንዳለ (1992) የመምህር ጽሑፋዊ ግብረመልስ፣ በሶስተኛ ድግሪ ዳዊት(2008) የመምህር-ተማሪ ምክክርና የመምህር ጽሑፋዊ ምጋቤ ምላሽ በሚል በመጻፍ ላይ ያጠኑት ጥናት ግብረመልስ የተማሪዎችን ጽሑፍ ለማሻሻል ያለውን ድጋፍ ለመፈተሽ እንጂ ግብረመልስ በተማሪዎች የመጻፍ ግለብቃት ዕምነትና ተነሳሽነት ላይ ያለውን ተዕዕኖ ለማጥናት ያለመ አይደለም። በተጨማሪም፤ እነዚህ ጥናቶች በኹለተኛ ደረጃ፣ በመሰናዶና በዩኒቨርሲቲ ተማሪዎች ላይ የተካሄዱ በመሆናቸው አንደኛ ደረጃ ተማሪዎች ላይ ያለውን የመጻፍ ችግር አላጠኑም። በመሆኑም፤ይህ ጥናት የአንደኛ ደረጃ ተማሪዎች የመጻፍ ክሂል፣ የግለብቃት ዕምነትና የተነሳሽነት ችግር የተለያዩ የግብረመልስ ምርጫዎችን በመተግበር ይፈታ እንደሆነ ማጥናት ሶስተኛው አነሳሽ ምክንያት ተደርጎ ተወስዷል፡

በአጠቃላይ፣ ከላይ የቀረቡት ክፍተቶች ማለትም የተማሪዎች የመጻፍ ክሂል ችግር አሁንም ድረስ በአንደኛ ደረጃ ትምህርት ላይ ያልተፈታ ችግር የመሆኑ ምክንያት ምናልባት ተገቢ የመምህራን የግብረመልስ አለመኖር መሆን አለመሆኑን መፈተሽ፣ የግብረመልስ ምርጫ በመጻፍ ክሂልና ተነሳሽነት ላይ ያለውን ተዕዕኖ የፈተሹ ጥናቶች በአንደኛ ደረጃ ተማሪዎች አማርኛ ቋንቋ መጻፍ ክሂል ላይ አለመኖራቸው፣ የጥናት ክፍተት መኖሩና የውጪው ዓለም ጥናት ውጤቶች ግብረመልስ የተማሪዎችን የመጻፍ ክሂልና ተነሳሽነት ለማሻሻል ባለው ተጽዕኖ ላይ ተጨማሪ ጥናቶችን ማካሄድ እንደሚያስፈልግ መጠቆማቸው ለዚህ ጥናት መከናወን እንደአነሳሽ ምክንያት ተወስደዋል። ከላይ የቀረቡትን አነሳሽ ምክንያቶች መሰረት በማድረግ ጥናቱ የሚከተሉትን ጥያቄዎች ይመልሳል ተብሎ ይጠበቃል።

1. ግብረመልስ (የጽሑፍ፣ የቃልና የጥንድ) በተማሪዎች የመጻፍ ክሂል ላይ ተዕዕኖ አለው?
2. ግብረመልስ (የጽሑፍ፣ የቃልና የጥንድ) በተማሪዎች የመጻፍ ተነሳሽነት ላይ ተዕዕኖ አለው?

2.ክለሳ ድርሳናት

2.1.የጥናቱ ንድፈሀሳቦች (Theories)

በርካታ ንድፈሀሳቦችና የምርምር ‹‹ፓራዳይሞች›› የግብረመልስን ጽንሰሀሳብ ማዕካላዊ ጉዳያቸው አድርገው ትንታኔዎችን እንዳቀረቡ Kluger እና DeNisi (1996) ገልጸዋል። በግብ መንደፍ ንድፈሀሳብ (Goal setting theory) ግብረመልስ በተቀመጠው ግብና በተማሪዎች አሁናዊ አፈጻጸም መካከል ጣልቃ

በመግባት ተማሪዎች ከግብ አንጻር ማስተካከያዎችን እንዲያደርጉ መረጃ የሚሰጥ ነው። በባህሪያውያን ንድፈሀሳብ (behaviorist theory) ግብረመልስ ተማሪዎች ከመምህራቸው ለሚሰጣቸው ቀስቃሽ የሚሰጡት ምላሽ ትክክል ወይም ስህተት መሆኑን ለማረጋገጥ የሚቀርብ ማበረታቻ (reinforcement) ወይም ቅጣት (punishment) ተደርጎ ይወሰዳል። በሌላ በኩል የአዕምሯውያን ንድፈሀሳብ (Cognitive theory) ለአዕምሯዊ ሂደት እንጂ በውጫዊ አካል ለሚሰጥ ማበረታቻ ብዙም ትኩረት የማይሰጥ ንድፈሀሳብ ሆኖ ታይቷል። በዚህ ንድፈሀሳብ የመምህራን ሚና ተማሪዎች በራሳቸው ንቁ ተሳትፎ ሲማሩ ምቹ ሁኔታ መፍጠር እንደሆነ Flower እና Hayes (1981) እንዲሁም Salvaraj እና Aziz (2019) ገልጸዋል።

ሌላው ንድፈ ሀሳብ የማህበረ-ባህላዊ (socio-cultral theory) ንድፈሀሳብ ሲሆን፣ የዚህ ንድፈሀሳብ ዋና ተዕዕኖ ፈጣሪ Vygotsky ነው (Nurfaidah, 2018; Daffern & Mackenzie, 2020)። ይህ ንድፈሀሳብ ለመማር መሰረቱ ባህልና ማህበረሰብ መሆኑ ላይ ቅድሚያ የሚሰጥ ሲሆን፣ የተማሪዎች መማር ላቅ ያለ እውቀት ባላቸው የአካባቢ ሰዎች ይደገፋል። በዚህ ንድፈሀሳብ የእድገት ሽግግር ዞን (Zone of proximal development)፣ ድጋፍ (scaffolding) እና ጣልቃ መግባት (intervention) ቁልፍ ጽንሰሀሳቦች ተደርገው ይወሰዳሉ። Zubaidi (2015) እንዳስረዱት በማህበረ-ባህላዊ ንድፈሀሳብ መሰረት ህጻናት የማህበራዊ ተራክቦ ውጤት ናቸው:: ምክንያቱ ደግሞ በማህበረ-ባህላዊ እሳቤ በሌሎች መታገዝ፣ መስተጋብር መፍጠርና ማህበረ-ባህላዊ አውድ መኖር ለመማር መሰረታዊ ጉዳዮች ስለሆኑ ነው። እንደዚሁም Nurfaidah (2018) መማር በህጻናትና በታላላቆቻቸው መካከል በሚደረግ መስተጋብር ቅርጽ እንደሚይዝ ገልጸዋል።

ይህ ንድፈሀሳብ ከሌሎች ንድፈሀሳቦች በተለየ ሁኔታ ዕውቀት ከቤተሰብ፣ ከጓደኛ፣ ከመምህርና ከጥንድ ጋር በሚደረግ መስተጋብርና ዕገዛ ይገነባል፤ ከአዋቂዎችና ከአቻዎች ጋር የሚደረገው መስተጋብር ደግሞ አዕምሯዊ እድገትን እንደሚጨምር panahi እና ሌሎች (2013) ያስረዳሉ። Hyland (1990) እና Ferris (1995) እንዳብራሩት ግብረመልስ ተከታታይ፣ ሂደታዊና መስተጋብራዊ ሲሆን፣ ከመምህር ብቻ ሳይሆን ከጥንድ፣ ከቤተሰብ፣ ከጓደኛ በውጤት፣ በአስተያየት፣ ስህተት በማረም፣ በጥንድ ክለሳ፣ በማማከር፣ በውይይት በግለምዘና መልክ የሚሰጥ ነው። ስለሆነም፣ በዚህ ጥናት ውስጥ የማህበረ-ባህላውያን ንድፈሀሳብ ጉልህ ድርሻ የሚኖረው ተማሪዎች ከእነሱ ላቅ ያለ እውቀት ባላቸው ሰዎች (teachers & peers) ድጋፍ ሲደረግላቸው ከፍ ወዳለ የእድገት ደረጃ ይሸጋገራሉ የሚል መሰረታዊ ነጥብ ስላለው ነው። ይህ ደግሞ ተማሪዎች ለሚጽፉት የተለያየ ረቂቅ ከመምህርና ከጥንድ በሚሰጣቸው የቃል፣ የጽሑፍና የጥንድ ግብረመልስ የተሻለ የጽሑፍ ክሂል ላይ ይደርሳሉ ከሚለው ሀሳብ ጋር ይገናኛል።

2.2.ግብረመልስ

ግብረመልስ ከአንባቢ ለጸሐፊ የሚሰጥ መረጃ ወይም ግብዓት ሲሆን፣ ስለተማሪዎች ጽሕፈት ድክመትና ጥንካሬ የመረጃ ምንጭና ተማሪዎች ስለሚያደርጉት ማሻሻያ መንገርና መምራት እንደሆነ የገለጹት Elashri (2013)፣ Wahyuni (2017) እና Ken(1990) ናቸው። Driver (2021) እንዳብራሩት ደግሞ የማስተካከያ ግብረመልስ ተማሪዎች በጽሑፍ ውስጥ ለሰሩት ስህተት በመምህራን፣ በባለሙያዎች ወይም በጥንዶች በመጀመሪያ ቋንቋ፣ በሁለተኛ ቋንቋ፣ በቃል፣ በጽሑፍ፣ በኮምፒውተር፣ የሚሰጥ አጸፋዊ ምላሽ ነው። ግብረመልስ ስለትምህርት አፈጻጸማቸው በአብዛኛው መሻሻልን አላማ አድርጎ ለተማሪዎች የሚሰጥ መረጃ መሆኑን Ur(1996) አስረድተዋል። Panadero እና ሌሎች (2018) የተለያዩ ምሁራን የሰጧቸውን የግብረመልስ ብያኔዎች ዘርዝረዋል። ግብረመልስ አሁን ባለውና በሚጠበቀው ደረጃ መካከል ያለውን ክፍተት ለመሙላት የሚሰጥ መረጃ ነው፤ ግብረመልስ የተማሪዎች ትምህርታዊ ምላሽ ትክክል ወይም ስህተት መሆኑን የመግለጽ ሂደት ነው፤ ግብረመልስ አንድ ስራ እንዴት ውጤታማ ሆኖ እንደተሰራ ወይም እንደሚሰራ የሚሰጥ መረጃ ነው፤ ግብረመልስ የአንድን ሰው አፈጻጸም በሚመለከት ከውጫዊ አካል የሚሰጥ መረጃ ነው። ግብረመልስ ከተቀመጡ ግቦችና ደረጃዎች አኳያ ስለተማሪዎች ወቅታዊ መማር የሚሰጥ መረጃ እንደሆነ ገልጸዋል።

የግብረመልስ ዋነኛ አላማ በተማሪዎች ወቅታዊ አፈጻጸም፣ ግንዛቤና በሚጠበቀው ግብ መካከል ያሉ ልዩነቶችን (gaps) መቀነስ ነው። እነዚህን ልዩነቶች ለማጥበብ መምህራንና ተማሪዎች የሚጠቀሙባቸው ስልቶች አነሰም በዛም መማርን ያፋጥናሉ ተብሎ ይጠበቃል (Hattie and Timperley, 2007)። በማንኛውም የቋንቋ ትምህርት ውስጥ ግብረመልስ የመጻፍ ሂደታዊ አቀራረብ መሰረታዊ አላባ ስለሆነ የቋንቋ ክሂሎችን ለመማር ትልቅ ሚና ይጫወታል (Saito & Zhang, 2012 & Rahmawati, 2015)። Elashri (2013) እንዲሁም Razali እና Juperi(2016) እንደገለጹት ደግሞ ግብረመልስ በተማሪዎች የጽሑፍ ሥራ ላይ የሚሰጥ አስተያየት፣ ጥያቄና የስህተት ማስተካከያ በመሆኑ ተማሪዎች የጽሑፍ ቋንቋቸውን እንዴት እያሻሻሉ እንደሆነ ጥሩ አመላካች ሲሆን፣ መምህራንም ተማሪዎቻቸው የሚቸገሩበትን ቦታ እንዲለዩና እንዲመዝኑ ይረዳቸዋል። ግብረመልስ ተማሪዎች ምን ጥሩ እንደሰሩና አሁንም ምን ማሻሻል እንዳለባቸው ያሳያቸዋል፤ ለቀጣዩ ስራም ለመዘጋጀት ያግዛቸዋል። Elashri (2013)፣ Mi (2009)፣ Littleton (2011) እና Getchell (2011)ን ዋቢ አድርገው እንዳስረዱት በአጠቃላይ ግብረመልስ ለተማሪዎች ሶስት መሰረታዊ ጠቀሜታዎች ይሰጣል። የመጀመሪያው፣ ተማሪዎች የጽሑፍ አፈጻጸማቸው ጥሩ መሆን አለመሆኑን ይለዩበታል። ሁለተኛው፣ ጥሩ አፈጻጸም የሌላቸው እንደሆነ የማስተካከያ ርምጃ እንዲወስዱና እንዲያሻሽሉ ይረዳቸዋል። ሶስተኛው ደግሞ፣ ግብረመልስ ጽሑፋቸውን እንዲያሻሽሉ ብቻ ሳይሆን በሌላ አቅጣጫ እንዲያዩ የእይታ መነጽራቸውን እንዲቀይሩ ይረዳቸዋል።

Zahida እና ሌሎች (2014) እና Driver (2021) ግብረመልስ አይነቱ ብዙና የተለያየ ስለሆነ ተመራማሪዎች ከተለያዩ ጉዳዮች አንጻር እንደሚከፍሉት አስረድተዋል። በዚህም ግብረመልስ ከሰጪ አንጻር (የመምህር፣ የጥንድ፣ የግል፣ የኮምፒውተር)፣ ከጊዜ አኳያ (የወዲያው፣ የዘላቂ)፣ ከቅርጽ አንጻር (ቀጥተኛ፣ ኢቀጥተኛ)፣ ከማቅረቢያ ስልት አኳያ (የጽሑፍ፣ የቃል) እንዲሁም ከግብረመልሱ ትኩረት አኳያ (ቅርጽ ተኮር፣ ይዘት ተኮር) ተብሎ ይከፋፈላል። Elshirbini (2013) በበኩላቸው ግብረመልስን የመምህር፣ የጥንድ፣ የቃል፣ የጽሑፍ፣ ይዘት ተኮር፣ ቅርጽ ተኮር፣ ኮምፒውተር ተኮር፣ ቀጥተኛ፣ ኢቀጥተኛ በማለት ከፍለውታል። እንዲሁም Mubarak (2013) ግብረመልስን የጽሑፍ ማስተካከያ (ቀጥተኛና ኢቀጥተኛ)፣ አስተካክሎና ደግሞ መጻፍ (reformulation)፣ የመምህር-ተማሪ ኮንፈረንስ፣ የጥንድ ግብረመልስና የኮምፒውተር አገዝ ግብረመልስ (CALL) በማለት በአምስት ከፍለውታል። ይሁን እንጂ እነዚህን የግብረመልስ ዘርፎች ሁሉ በአንድ ጊዜ ማጥናት እጅግ ሰፊ ስለሚሆን ለጥናት እንዲያመችና ፋይዳቸውንም ለይቶ ለማመልከት በተወሰኑት የግብረመልስ አይነቶች ላይ ትኩረት ማድረግ ተገቢ ይሆናል። በመሆኑም፣ ይህ ጥናት የሚያተኮርባቸው የጽሑፍ፣ የቃልና የጥንድ ግብረመልሶች ናቸው።

የጽሑፍ ግብረመልስ መምህራን የተማሪዎችን ጽሑፍ አንብበው ቀጥተኛ/ኢቀጥተኛ በሆነ መንገድ ስህተቶቹን በመለየት፣ በማስመርና በማክበብ በይዘቱና በአደረጃጀቱ ላይ ማስተካከያ ጽፈው የሚሰጡበት ሂደት ነው። Ken(1990) እንዳስረዱት በአብዛኛው መምህራን የተማሪዎች የጽሑፍ ሥራ ላይ አስተያየቶችን/ግብረመልሶችን የሚሰጡት በመጻፍ ነው። የጽሑፍ ግብረመልስ የተለመደ ቢሆንም ውይይት ስለማይደረግበትና ተማሪዎች የመምህራንን ጽሑፍ ላይረዱት ስለሚችሉ ሁልጊዜ ውጤታማ አይሆንም። በሌላ በኩል የቃል ግብረመልስ በግብረመልስ ሰጪው (በመምህር) እና በግብረመልስ ተቀባዩ(ተማሪ) መካከል የሚከናወን ቃላዊ መስተጋብር ነው (Ashrafi et al., 2018)። የቃል ግብረመልስ የፊት ለፊት ኮንፈረንስ እየተባለም ይጠራል። በቃል ግብረመልስ ተማሪዎች ከመምህራቸው ጋር ስለጽሑፋቸው በቃል እንዲወያዩ ዕድል ይሰጣል (Hyland, 2003):: በዚህ ጥናት የሚተኮርበት ሶስተኛው የግብረመልስ አይነት የጥንድ ግብረመልስ ነው። የጥንድ ግብረመልስ የጥንድ ምላሽ፣ የጥንድ አርትኦት፣ የጥንድ ሂስ፣ የጥንድ ግምገማ በሚሉ የተለያዩ ስያሜዎች ይጠራል (ken,1990; Razali & Jupri 2014)። የጥንድ ግብረመልስ ሰፊ የሆነ ሀሳብ የሚገኝበት፣ ከመምህር ግብረመልስ ጋር ሲነጻጸር ተማሪዎችን ፍርሃት ውስጥ የማይከትና ነጻነት የሚሰጥ መሆኑን cui (2021) ይገልጻሉ። የጥንድ ግብረመልስ ድክመቶች ቢኖሩበትም፣ አሁንም ድረስ በርካታ መምህራንና የኮርስ አዘጋጆች እያካተቱት ያለ ታዋቂ ግብረመልስ ነው (Hyland & Hyland, 2006)። በአጠቃላይ የጽሑፍ፣ የቃልና የጥንድ ግብረመልስ ምርጫዎች በመጻፍ ክሂልና ተነሳሽነት ላይ ያላቸው ተፅዕኖ በዚህ ጥናት ውስጥ ቀርቧል።

2.3.የመጻፍ ክሂል

ተማሪዎች ሀሳባቸውን፣ አመለካከታቸውን፣ ክንዋኔዎችን፣ እውነታዎችን ወዘተ. በጽሑፍ መግለጽ የሚችሉት እንዴት እንደሚጽፉ ሲማሩ ነው። መጻፍ ለመጀመሪያ ቋንቋ ጸሐፊዎችም ይሁን ለሁለተኛና ለውጪ ቋንቋ ጸሐፊዎች አስቸጋሪ ውስብስብ ክሂል ስለሆነ ተማሪዎች የመጻፍ ክሂልን መማርና ማዳበር አለባቸው። ለዚህም በማንኛውም የመጻፍ ትምህርት ውስጥ የመጻፍ አቀራረቦች ወሳኝ ተደርገው ይወሰዳሉ። በsalvaraj እና Aziz (2019) ገለጻ መሰረት የቋንቋ መምህራን ለአንድ የተወሰነ የመጻፍ ትምህርት የሚሆኑ የመጻፍ አቀራረቦችን መወሰን የሚጠበቅባቸውን ምክንያቶች ዘርዝረዋል። የመጀመሪያው በመጻፍ ትምህርት ውስጥ ተገቢ አቀራረብን መለየት ስኬታማ ውጤት ለማየት መሰረት ስለሆነ ነው። በሌላ በኩል ተገቢ ያልሆነ የመጻፍ አቀራረብ መጠቀም መምህራንና ተማሪዎች ከብዙ የጽሑፍ ስራ በኋላ እንዲበሳጩና ተነሳሽነታቸው እንዲቀንስ ያደርጋል። በሶስተኛ ደረጃ መምህራን ከነደፉት የመጻፍ ግብ አንጻር ተስማሚ የመጻፍ አቀራረብ መጠቀም ጠቀሜታ ስላለው ነው።

ስለሆነም የመጻፍ አቀራረብን ሳይወስኑ ወደመጻፍ ተግባር መግባት የመጻፍ ትምህርቱ ወደብዙ አቅጣጫ እንዲበታተንና የታለመው የመጻፍ ግብም ሳይሳካ እንዲቀር ያደርጋል። በsalvaraj እና Aziz (2019) የተጠቀሱት Scott (1996) እንዳብራሩት የመጻፍ ግብን ለማሳካት የመጻፍ አቀራረብን ወስኖ መጻፍ አስፈላጊ ከመሆኑም በላይ ተማሪዎችን ለተለያዩ የመጻፍ አቀራረቦች ማጋለጥ ለወደፊት ጽሑፋቸው ከመጻፍ አላማቸው አኳያ ትክክለኛ አቀራረብን ለይተው እንዲጠቀሙ ዕድል ይፈጥርላቸዋል። በዚህም መጻፍን በክፍል ውስጥ ለማስተማር ጥቅም ላይ የሚውሉና በብዙ ምሁራን ዘንድ የሚጠቀሱ የመጻፍ ትምህርት አቀራረቦች ውጤት ተኮር አቀራረብ፣ ዘውግ ተኮር አቀራረብ፣ ሂደት ተኮር አቀራረብና ሂደተ-ዘውግ አቀራረብ ናቸው (Maryam, 2017) ።

ውጤት ተኮር አቀራረብ (product Approach) በቅርጽና በስነልሳን እውቀት ላይ የሚያተኩር ጥንታዊ አቀራረብ ሲሆን መጻፍ ማለት የስነልሳን (የቃላትና የመዋቅር) እውቀት ነው ተብሎ ይታመናል። ይህ አቀራረብ ተጽፎ በተጠናቀቀው የጽሑፍ ስራ ላይ የተመሰረተ ሲሆን፣ ተማሪዎች ሞዴል ጽሑፍ ይቀርብላቸዋል፡ ፡ በሞዴል ጽሑፉ አደረጃጀት መሰረት የራሳቸውን ሀሳብ ያደራጃሉ። በመጨረሻም፣ የራሳቸውን ክሂልና የዓረፍተነገር አወቃቀር ተጠቅመው ይጽፋሉ። ሌላው ዘውግ ተኮር አቀራረብ (Genre approach) ከውጤት ተኮር አቀራረብ የመነጨ ቢሆንም ጽሑፉ በተፈጠረበት አውድ ላይ ያተኩራል። ይህ የጽሕፈት አቀራረብ ባህላዊና ማህበራዊ ልማዶችን ከግምት ውስጥ ያስገባና ጽሑፉ ከተጻፈበት ማህበራዊ አውድና ማህበራዊ ዲስኮርስ ስምምነቶች አኳያ የሚቀርብ ነው (Djouambi and Razaiki, 2021; Baghzou, 2014; salvaraj & Aziz, 2019)። በዘውግ ተኮር አቀራረብ ተማሪዎች ወደመጻፍ ተግባር ከመግባታቸው በፊት የሚጽፉትን ቴክስት ዘውግ/ዘር/ ማጥናት አለባቸው (Baghzou, 2014)። ለምሳሌ፣ የስራ ደብዳቤ እንዲጽፉ ከተፈለገ በቅድሚያ ሞዴል የስራ ደብዳቤ ማየት አለባቸው። የጋዜጣ ጽሑፍ የሚጽፉ ከሆነ ደግሞ ተጨባጭ መረጃዎች

እንዴት እንደሚፈለጉ የሚረዱ ምሳሌዎችን መመልከት ይጠበቅባቸዋል። ሶስተኛው የመጻፍ አቀራረብ ሂደተ- ዘውግ ሲሆን በsalvaraj እና Aziz (2019) የተጠቀሱት (Rhalmi, 2018) እንደገለጹት ሂደተ-ዘውግ አቀራረብ ሌሎች የመጻፍ አቀራረቦችን አቀናጅቶ የያዘ ነው። የጽሑፍ ሂደቶችን ከሂደት ተኮር አቀራረብ፣ የጽሑፍን አላማና ማህበራዊ እውቀት ከዘውግ ተኮር አቀራረብ እንዲሁም የጽሑፍን ገጽታዎች ከውጤት ተኮር አቀራረብ ይይዛል። አራተኛ፣ ሂደት ተኮር አቀራረብ (process approach) ሲሆን፣ መጻፍ ሂደታዊና የተለያዩ ደረጃዎችን በማለፍ የሚከናወን ልምምዳዊ ተግባር መሆኑን Flower እና Hayes (1981) ገልጸዋል። በአሁኑ ጊዜ በክፍል ውስጥ ሂደት ተኮር አቀራረብ ትልቅ ትኩረት እያገኘ የመጣ አቀራረብ ሲሆን፣ ተማሪዎች በመጻፍ ሂደት የተለያዩ ሂደቶችን እንዲተገብሩ የሚያስገድድ ነው። Kroll (2001) መጻፍ በቀጥተኛ መስመር የሚከናወን ሳይሆን፣ ሂደታዊ በሆነ መልኩ የማቀድ፣ የማርቀቅ፣ የመከለስ፣ የማረምና የማተም ደረጃዎች ያሉት ነው። ይህ አቀራረብ ሂደታዊና ተከታታይ ሲሆን፣ መምህራን የተማሪዎችን ጽሑፍ በማንበብ ምላሽ የሚሰጡበት እንደሆነም ተገልጿል። ከዚህ አኳያም በዚህ ጥናት ውስጥ ትኩረት የተሰጠው ሂደታዊ የመጻፍ አቀራረብ ነው።

የመጻፍ ክሂል ለመማር በጣም ውስብስብ እንደሆነ ሁሉ ለመመዘንም አስቸጋሪ መሆኑን Nodoushan (2014) ይገልጻሉ። ይሁንና የመጻፍ ፈተናን ለመመዘን ሁለት አይነት መስፈርቶች ያሉ ሲሆን፣ እነዚህም አጠቃላይ መስፈርት (Holistic rubrics) እና ተንታኝ መስፈርት (analytic rubric) ናቸው። አጠቃላይ መስፈርት መምህራንና ውጤት ሰጪዎች ከጽሑፉ ንዑሳን ክፍሎች ይልቅ በአጠቃላይ ጽሑፉ ላይ በማተኮር ቀድሞ ከተቀመጡ ባህሪዎች አኳያ የተማሪዎችን የጽሑፍ ደረጃ ለመለካት የሚጠቀሙበት መስፈርት ነው (Beyreli & Ari, 2009)። በሌላ በኩል ተንታኝ መስፈርት (analytic rubric) በተማሪዎች የጽሑፍ ስራ ውስጥ ያሉ ንዑሳን ክሂሎችን ለመመዘን ያስችላል። ይህ መስፈርት አንድን ጽሑፍ በነጠላ ውጤት ከመግለጽ ይልቅ በንዑስ በንዑስ ክሂል በመለያየት ለእያንዳንዱ ክፍል ውጤት በመስጠት ላይ ያተኩራል (Beyreli & Ari, 2009; Nodoushan, 2104)። ተንታኝ (ዘርዛሪ) መስፈርት ሙሉውን ጽሑፍ ባስገኙት ዝርዝር ክፍሎች (ዓረፍተነገር፣ ርዕስ፣ ሰዋስው፣ቃላት...) ላይ አጽንኦት በመስጠት የጽሑፉን ድክመቶች በቀጥታ ለይቶ በማመልከት ግልጽ የሆነ የማስተካከያ ግብረመልስ ለመስጠት እድል ይሰጣል። በዚህ ጥናትም በሂደታዊ የመጻፍ ትምህርት አቀራረብ መሰረት የተማሪዎች የመጻፍ ፈተናዎች የታረሙት ተንታኝ የጽሑፍ መገምገሚያ መስፈርትን በመጠቀም ነው።

2.4.የመጻፍ ተነሳሽነት

በመጨረሻም በዚህ ጥናት ውስጥ የተፈተሸው ጉዳይ የመጻፍ ተነሳሽነት ነው። ቋንቋን ለመማርና ስኬትን ለመወሰን ተነሳሽነት ጠንካራ ኃይል ነው። ተነሳሽነት እንደቀስቃሽ ኃይል በመሆን የተማሪዎችን የጽሑፍ ክሂል በማሳደግ ትርጉም ባለው መንገድ እንዲጽፉ ያደርጋል (Hamidun & Hizwari, 2019)። በቋንቋ

ትምህርት ተነሳሽነት ተማሪዎች ወደተግባር እንዲገቡና በተግባሩ ላይ ምን ያህል ጥረት ማድረግ እንዳለባቸው እንዲወስኑ የሚረዳ ወሳኝ ኃይል መሆኑን Agustinningsih & Andriani (2021) ገልጸዋል። Reid (2007)ን ጠቅሰው shumow and Chea (2015) ተነሳሽነት ለተማሪዎች መማር ያለውን አስፈላጊነት ሲገልጹ መኪና ያለነዳጅ እንደማይቀሳቀስ ሁሉ ተማሪዎችም ያለተነሳሽነት መማር አይችሉም ።

ተነሳሽነት በቋንቋ ትምህርት ውስጥ ተማሪዎች ወደመጻፍ ተግባር እንዲገቡና አላማቸውን ለማሳካት ምን ያህል ጊዜ ተግተው መስራት እንዳለባቸው እንዲወስኑ የሚያደርግ ወሳኝ ኃይል ነው። በስነልቦና የትምህርት መስክ የተሰማሩ መምህራንና ጸሐፊዎች በቋንቋ ትምህርት ስኬታማ ለመሆን ተሳሽነት ቅድመሁኔታ እንደሆነ ይስማማሉ፤ በዚህም ግብረመልስና ተነሳሽነት የተማሪዎችን የቋንቋ መማር መሻሻል የሚቆጣጠሩ እሳቤዎች (perceptions) መሆናቸውን Agustiningsih እና Andriani (2021) ያስረዳሉ። ተነሳሽነት ከማንኛውም ተግባር ስኬት ጀርባ ያለ ወሳኝ ኃይል እንደሆነ የገለጹት ደግሞ Djouamb እና Rezaiki (2021) ናቸው። በመሆኑም ተማሪዎች ተወዳዳሪ በመሆን ደረጃቸውን ከፍ ለማድረግ በሚል ውስጣዊ ተነሳሽነት ወይም ውጤት ለማግኘትና ቅጣትን ለማስወገድ በሚል ውጫዊ ተነሳሽነት አንድን ስራ ያከናውናሉ። Khosravi እና ሌሎች (2017) እንዳብራሩት ስለመማር ስልቶች ጥሩ ግንዛቤ መኖር ተማሪዎች ደስተኛ ሆነውና ተነሳስተው እንዲማሩ ሲረዳ፣ ተስማሚ የመማር ስልቶች አለመኖር ግን ተማሪዎች ዝቅተኛ ተነሳሽነት እንዲኖራቸው ያደርጋል። ስለሆነም፣ መምህራን የሚከተሉት የመጻፍ ማስተማሪያ ስልት ተማሪዎች ተነሳስተው እንዲጽፉ ወይም ተነሳሽነት እንዳይኖራቸው ሊያደርግ ይችላል።

ግብረመልስ የተማሪዎችን የመጻፍ ክሂል ከማሻሻሉ በተጨማሪ፣ ለመጻፍ ያላቸውን ተነሳሽነት ለማሳደግ የሚረዳ ትምህርታዊ ተግባር መሆኑን Duijnhouwer እና ሌሎች (2010) ገልጸዋል። በተጨማሪም፣ Brown (2004)ን ጠቅሰው Duijnhouwer እና ሌሎች (2010) እንዳብራሩት ግብረመልስ የተማሪዎችን አዕምሯዊና ባህሪያዊ ተነሳሽነት ለማሻሻል ከተወሰኑ ጉዳዮች አንጻር መረጃ ይሰጣል። ግብረመልስ ግብን ለማሳካት፣ አዳዲስ ክሂሎችን ለማጎልበትና አዳዲስ አውዶችን ለማወቅ በሚል ውስጣዊ ተነሳሽነትን ወይም ውጤት ለማግኘት፣ ሽልማት ለመቀበልና በሌሎች ዘንድ ታዋቂ ለመሆን በሚል ውጫዊ ተነሳሽነትን ያስገኛል (Agricola et al., 2019)። በቀደመ ስኬታቸው ላይ የሚሰጣቸው ግብረመልስ በቀጣይ በሚኖራቸው ተነሳሽነት ላይ የሚኖረው ተፅዕኖ የጎላ ነው። ለምሳሌ፣ ‹‹በዚህ ላይ ጎበዝ ነህ/ነሽ›› (ችሎታን)፣ ‹‹ይህን ጠንክረህ/ሽ ሰርተኻል/ሻል›› (ጥረትን) የሚገልጽ ግብረመልስ ጠንካራ ግለብቃትና ተነሳሽነት እንዲኖር ያደርጋል (Shunk, 1995)። በሌላ በኩል፣ ተማሪዎች ለመጻፍ ተነሳሽነት የማይኖራቸው ከመምህሮቻቸው ተገቢ የሆነ ግብረመልስ ስለማያገኙ እንደሆነ Zahida እና ሌሎች (2014) ገልጸዋል። መምህራን የሚሰጡት ግብረመልስ ግልጽነት የጎደለውና ጠቃሚ በማይሆንበትም ጊዜ የተማሪዎችን ተነሳሽነት ይቀንሰዋል፤ለመጻፍ እንዲፈሩ ያደርጋቸዋል። ስለሆነም፣ ገንቢ

ግብረመልስ የተማሪዎችን የመጻፍ ተነሳሽነት በመጨመር ረገድ ከፍ ያለ ሚና ይጫወታል።

በአጠቃላይ፣ በዚህ ክፍል የመጻፍ ምንነት፣ የመጻፍ ትምህርት አቀራረቦች እንዲሁም የግብረመልስ ምንነት፣ አይነቶችና ከዚሁ ጋር ተያይዞ የመጻፍ ተነሳሽነት ምንነትና ከግብረመልስ ጋር ያላቸው ትስስር ተዳሷል። የግብረመልስ አይነቶች በመጻፍ ክሂል፣ ግለብቃት ዕምነትና ተነሳሽነት ላይ ያላቸው ግንኙነት ተገልጿል። በመሆኑም፣ ጥናቱ የሚያተኩረው በእነዚህ መሰረታዊ ጽንሰሀሳቦች ግንኙነት ላይ ነው።

2.5.የተዛማጅ ቀደምት ጥናቶች ክለሳ

ግብረመልስ በመጻፍ ክሂል፣ በመጻፍ ተነሳሽነት፣ በመጻፍ አመለካከት ወዘተ. ላይ ያለው ተጽዕኖ፣ በግብረመልስ አይነቶችና ተያያዥ ሀሳቦች ላይ በውጪ ሀገር የተሰሩ በጣም በርካታ ጥናቶች ቢኖሩም፣ ከዚህ ጥናት ጋር ተቀራራቢነት ያላቸው የተወሰኑ ጥናቶች በአጭሩ ተዳስሰው ቀርበዋል። Hao እና Razali (2022) የጥንድ ግብረመልስ በተማሪዎች የመጻፍ ክሂልና ግለብቃት ላይ ያለውን ተፅዕኖ ለመፈተሽ ከፊል ሙከራዊ ጥናት አካሂደዋል። የጥናቱ ውጤት እንዳመለከተው የጥንድ ግብረመልስ የተማሪዎችን ጽሑፍ ይዘት፣ አደረጃጀትና ሰዋስው እንዲሁም የመጻፍ ግለብቃታቸውን አሻሽሏል። Agustiningsih እና Andriani (2021) የጽሑፍና የቃል ቀጥተኛ የማስተካከያ ግብረመልስ በተማሪዎች የጽሑፍ አፈጻጸም (ብቃት) እና ተነሳሽነት ላይ ያለውን ተፅዕኖ አጥንተዋል። ጥናቱ አይነታዊ ምርምር ሲሆን፣ ቀጥተኛ የቃልና የጽሑፍ ማስተካከያ ግብረመልስ በተማሪዎች የጽሑፍ አፈጻጸምና ተነሳሽነት ላይ አዎንታዊ ተጽዕኖ እንዳለው የጥናት ውጤቱ አመልክቷል። Ismail እና ሌሎች (2014) በበኩላቸው የመምህራን ግብረመልስ (የቅርጽና የይዘት) በተማሪዎች የመጻፍ አፈጻጸም ላይ ያለውን ተጽዕኖ አጥንተው ግብረመልስ የተማሪዎችን ጽሑፍና የወደፊት ትምህርት እንደሚያሻሽል አረጋግጠዋል። Sobhani እና Tayebipour (2015) የቃል ግብረመልስ (ቀጥተኛና ኢቀጥተኛ) እና የጽሑፍ ግብረመልስ (ቀጥተኛና ኢቀጥተኛ) በተማሪዎች የድርሰት ጽሑፍ ላይ ተጽዕኖ የቃል ግብረመልስ (ቀጥተኛና ኢቀጥተኛ)፣ የጽሑፍ ግብረመልስ (ቀጥተኛ ብቻ) አዎንታዊ ተፅዕኖ እንዳላቸው አመልክተዋል። cui እና ሌሎች (2021) ፣ Zahida እና ሌሎች (2014)፣ Hamidun እና ሌሎች (2013) እና Rahmawati (2015) ግብረመልስ (የጥንድ፣ የጽሑፍ፣ የቃል፣ ይዘት ተኮር... ግብረመልሶች) በተማሪዎች የጽሑፍ ጥናት፣ ውጤት፣ ተነሳሽነት ላይ አዎንታዊ ተፅዕኖ እንዳላው አሳይተዋል። Agricola (2019) የግብረመልስ መጠየቂያ ቅጽና የመምህር ግብረመልስ በተማሪዎች የግብረመልስ አረዳድ፣ ግለብቃትና ተነሳሽነት ላያ ያላቸውን ተፅዕኖ ፈትሸዋል። የቃል ግብረመልስ ከጽሑፍ ግብረመልስ ይልቅ በተማሪዎች የግብረመልስ ግንዛቤ፣ የጽሑፍ ጥራትና ብዛት ላይ ከፍተኛ አዎንታዊ ተፅዕኖ እንዳለው ታይቷል። ነገርግን የተማሪዎችን ግለብቃትና ተነሳሽነት እንደማያሻሽል ውጤቱ አሳይቷል። በአንጻሩ Whalley እና Fetham (1994) የተለያዩ

ግብረመልሶች በአራት ቡድኖች የመጻፍ ክሂል ላይ ያላቸውን ተጽዕኖ አጥንተው ምንም ግብረመልስ ያልተሠጣቸው ቡድኖችም ሳይቀሩ የድህረ ትምህርት የጽሕፈት ክሂላቸው ተሻሽሏል። በዚህም የመምህራን ግብረመልስ በጽሑፍ ክሂል ላይ ምንም ተጽዕኖ የለውም የሚል ድምዳሜ ላይ ደርሰዋል። በመሆኑም፣ በአንድ በኩል ግብረመልስ በመጻፍ ክሂልና ተነሳሽነት ላይ አዎንታዊ ተፅዕኖ እንዳለው የሚገልጹ ጥናቶች መኖራቸው በሌላ በኩል ደግሞ አዎንታዊ ተፅዕኖ እንደሌለው የሚገልጹ የጥናት ውጤቶች መገኘታቸው ተጨማሪ ጥናት መካሄድ እንዳለበት ያመለክታሉ።

3.የጥናቱ ዘዴ

ይህ ጥናት በባህሪው መጠናዊ ምርምር ሲሆን ባለአራት ቡድን ከፊል-ፍትነታዊ (quasi-experiment) የጥናት ንድፍን የተከተለ ነው። ጥናቱ የጥናቱን ተሳታፊዎች የመከራና የቁጥጥር ቡድን በማድረግ ቅድመና ድህረ የመጻፍ ክሂል ፈተና በመፈተንና የተነሳሽነት መጠይቆችን በማስሞላት የተከናወነ ነው። የጥናቱ ነጻ ተላውጦ ሶስት ግብረመልስ ዘርፎች (የጽሑፍ፣ የቃልና የጥንድ ግብረመልሶች) ያሉት ሲሆን ጥገኛ ተላውጦዎቹ ደግሞ የመጻፍ ክሂልና ተነሳሽነት ናቸው።

ጥናቱ የተካሄደው በሐይቅ ከተማ አስተዳደር ስር በሚገኝ አጠቃላይ አንደኛ ደረጃ ትምህርት ቤት ላይ ነው። ይህ የጥናት አካባቢ በዓላማ ተኮር ዘዴ የተመረጠ ሲሆን፣ በዚህ ስልት የተመረጠበት ዋነኛው ምክንያት የመምህራንን ቀና ትብብር ለማግኘት ብቻ ሳይሆንን ለጥናቱ በቂ የሆነ የመማሪያ ክፍሎች ብዛት የሚገኝበት ስለሆነም ጭምር ነው። በከተማ አስተዳደሩ ስር ኹለት አጠቃላይ አንደኛ ደረጃ ትምህርት ቤቶች (ሐይቅ ቁጥር አንድና ሐይቅ ቁጥር ኹለት) የሚገኙ ሲሆን፣ ሐይቅ ቁጥር አንድ ትምህርት ቤት በቀላል ዕጣ ናሙና ዘዴ ተመርጧል። ትምህርት ቤቱ ከ1ኛ-8ኛ ክፍል የሚያስተምር ቢሆንም፣ ከ5ኛ-8ኛ ያለው እርከን በአላማ ተኮር ዘዴ ተመርጧል። ምክንያቱ ደግሞ ከ5ኛ-8ኛ እርከን ያሉ የክፍል ደረጃዎች ከዓረፍተነገር በላይ በአንቀጽና በድርሰት ደረጃ ሰፋ ያሉ ጽሑፎች የሚጽፉባቸው የክፍል ደረጃዎች ስለሆኑ ነው። ከእነዚህ የክፍል ደረጃዎች መካከል 7ኛ ክፍል በቀላል ዕጣ ናሙና ዘዴ ተመርጧል። በመሆኑም፣ የጥናቱ ተሳታፊዎች በ2016 ዓ.ም በሐይቅ ቁጥር አንድ አንደኛ ደረጃ ትምህርት ቤት የሚማሩ 144 የ7ኛ ክፍል ተማሪዎች ናቸው። በ7ኛ ክፍል ያሉት አራት የመማሪያ ክፍሎች ቅድመ መከራ የመጻፍ ክሂል ፈተና ተፈትነው ተመጣጣኝ መሆናቸው ከተረጋገጠ በኋላ ሶስቱን የመማሪያ ክፍሎች የመከራ ቡድን (7ኛ A= 35 ፣ 7ኛ B = 36 ፣ 7ኛ C= 37 በድምሩ 108) እና የቁጥጥር ቡድን (7ኛ D = 36) ሆነው ተደልድለዋል።

3.1.የመረጃ መሰብሰቢያ ዘዴዎች

የጽሑፍ፣ የቃልና የጥንድ የግብረመልስ ምርጫዎች በተማሪዎች የመጻፍ ውጤትና ተነሳሽነት ላይ ያላቸውን ተፅዕኖ ለመፈተሽ በዋናነት ኹለት አይነት የመረጃ መሰብሰቢያ መሳሪያዎች ጥቅም ላይ ውለዋል። እነዚህም የመጻፍ ክሂል መለኪያ ፈተናና የጽሑፍ መጠይቅ ናቸው።

3.1.1.የመጻፍ ክሂል መለኪያ ፈተና

የመጻፍ ክሂል መለኪያ ፈተና በዋናነት የተለያዩ ግብረመልስ ምርጫዎች በተማሪዎች የመጻፍ ውጤት ላይ ያላቸውን ተጽዕኖ ለመመርመር የሚያስችሉ መረጃዎችን ለማግኘት ታስቦ የተዘጋጀ ሲሆን፣ በውስጡ የቅድመ-ትምህርትና የድህረ-ትምህርት የመጻፍ ፈተናዎችን የያዘ ነው። ዋና አላማውም ከትምህርት በፊትና ከትምህርት በኋላ የተማሪዎችን የመጻፍ ክሂል ለመለካት ነው። የመጀመሪያው የመጻፍ ክሂል ፈተና ቅድመ ትምህርት የመጻፍ ፈተና (writing pre-test) ሲሆን፣ ይህ የመጻፍ ክሂል ፈተና ኹሉቱም ቡድኖች (የሙከራና የቁጥጥር ቡድን ተማሪዎች) በጥናቱ ውስጥ በተለዩት የግብረመልስ አይነቶች ድጋፍ ሳይደረግላቸው ያላቸውን የመጻፍ ክሂል ለማወቅ የሚያስችል ፈተና ነው። በዚህም የኹሉቱም (የሙከራና የቁጥጥር) ቡድን ተማሪዎች በተሰጡ የመጻፊያ ርዕሶች በተራኪ፣ በአስረጅና በአመዛዛኝ ስልቶች በእያንዳንዳቸው አንድ አንድ በድምሩ ሶስት ድርሰቶችን በቅድመ ፈተና ጽፈዋል።

ኹለተኛው ፈተና ድህረ ትምህርት የመጻፍ ፈተና (writing post-test) ሲሆን የሙከራ ቡድን ተማሪዎች የተለያዩ ግብረመልሶች (ቡድን አንድ የጽሑፍ፣ ቡድን ኹለት የቃልና ቡድን ሶስት የጥንድ) እየተሰጣቸው የተለያዩ ድርሰቶችን እየጻፉ ከተለማመዱ በኋላ የቀረበ ነው። የዚህ ፈተና መሰረታዊ አላማ የሙከራ ቡድኑን ከቁጥጥር ቡድኑ ጋር በማነጻጸር የተለያዩ ግብረመልሶች በተማሪዎች የመጻፍ ችሎታ ላይ ተፅዕኖ ማሳደር አለማሳደራቸውን ለመፈተሽ ነው። የድህረ ትምህርት ፈተና ለሙከራና ለቁጥጥር ቡድኖች በተመሳሳይ ሁኔታ የተሰጠ ሲሆን፣ አተገባበሩም የሙከራ ቡድን ተማሪዎች በጥናቱ በተገለጹት የግብረመልስ አይነቶች ተደጋጋሚ እገዛ እየተደረገላቸው መጻፍን በሂደታዊ አቀራረብ ከተለማመዱና የቁጥጥር ቡድን ተማሪዎች ጽሑፍ ደግሞ በተለመደው ዘዴ ምንም ማስተካከያ ሳይጻፍበት ታርሞና ውጤት ተሞልቶ እየተመለሰላቸው ከጻፉ በኋላ ነው። በድህረ ትምህርት የጽሑፍ ፈተና ተማሪዎች በተራኪ፣ በአስረጅና በአመዛዛኝ ስልት በእያንዳንዱ አንድ አንድ ድርሰት በድምሩ ሶስት ድርሰቶችን እንዲጽፉ ተደርጓል። የቅድመና የድህረ ትምህርት ፈተናዎቹ አተገባበር ቅደምተከተል፣ የጻፉባቸው ጭብጦች፣ የመጻፊያ ስልቶቹና የተሰጣቸው ሰዓት ሁሉ ለሙከራና ለቁጥጥር ቡድኖች ተመሳሳይ ነው።

3.1.2.የመጻፍ ክሂል መለኪያ ፈተናዎች አዘገጃጀት

ቅድመና ድህረ ትምህርት የመጻፍ ክሂል ፈተናዎቹ የተማሪዎችን መማሪያ መጽሐፍ መሰረት በማድረግ በአጥኚው የተዘጋጁ ሲሆን፣ በተራኪ፣ በአስረጅና በአመዛዛኝ ድርሰት የመጻፊያ ስልቶች የመጻፍ ተግባርን የያዙ ናቸው። እነዚህ የቴክስት መጻፊያ ስልቶች የተመረጡት ከ5ኛ-8ኛ ክፍል ለሚገኙ ተማሪዎች የመጻፍ ተግባር ተመራጭ ናቸው ተብለው በአዲሱ አማርኛ ቋንቋ መርሃ ትምህርት ተማሪዎች አንቀጽ እንዲጽፉባቸው የቀረቡ ስልቶች ስለሆኑ ነው። በመሆኑም፣ ስልቶቹ የተመረጡበት ምክንያት ከ5ኛ-8ኛ ክፍል አዲስ በተዘጋጁት የአማርኛ ቋንቋ መማሪያ ማስተማሪያ መጻሕፍት ውስጥ ምንባቦች የተጻፉባቸውና ተማሪዎች በክፍል ውስጥ መጻፍን የሚለማመዱባቸው በመሆናቸው ነው። በዚህ መሰረት በተራኪ፣ በአስረጅና በአመዛዛኝ ድርሰት የመጻፊያ ስልቶች በእያንዳንዳቸው በቅድመ ትምህርት አንድ አንድ እንዲሁም በድህረትምህርት አንድ አንድ በድምሩ በቅድመ ትምህርት ሶስት በድህረ ትምህርት ሶስት በአጠቃላይ ስድስት የተለያዩ ጽሑፎችን እንዲጽፉ የሚያስችሉ የመጻፍ ተግባራት በአጥኚው ተዘጋጅተው በቋንቋ ባለሙያዎች ተገቢነታቸው ተረጋግጦ ለተማሪዎች ቀርበዋል።

ለቅድመም ሆነ ለድህረ ትምህርት የመጻፍ ክሂል ፈተና የቀረቡት የመጻፊያ ርዕሶች በተራኪ ድርሰት፣ በአስረጅ ድርሰትና በአመዛዛኝ ድርሰት ለመጻፍ የሚያስችሉ ሆነው የተዘጋጁ ናቸው። በተራኪ ድርሰት የሕይወት ታሪክ መጻፍ፣ ጅምር አንቀጽ መጨረስ፣ ከራስ ገጠመኝ ተነስቶ ተራኪ ድርሰት መጻፍ ናቸው። በአስረጂ ድርሰት ደግሞ የደን መጨፍጨፍ መንስዔና የሚያስከትለው ጉዳት፣ በመንግስት ትምህርት ቤት ከመማርና በግል ትምህርት ቤት ከመማር የቱ ይሻላል? ሰዎች ለምን ይሰደዳሉ? የሚደርስባቸው ጉዳት ምንድን ነው? ሱስና መዘዙ፣ የድፎ ዳቦ አገጋገር ሂደት፣ እንዲሁም፣ በአመዛዛኝ ድርሰት የቤተሰብ ምጣኔ ያስፈልጋል ወይስ አያስፈልግም? ለለማኝ/ ለኔ ብጤ መስጠት ያስፈልጋል ወይስ አያስፈልግም? ተማሪዎች ቴሌቪዥን ማየት አለባቸው/ ማየት የለባቸውም? ከወንዶች ይልቅ ሴቶች ሥራ ይበዛባቸዋል፤ የሚሉት የመጻፊያ ተግባራት ቀርበዋል። ለቅድመና ለድህረ ትምህርት የተሰጡት የመጻፍ ተግባራት የክፍል ደረጃውን በሚያስተምሩ፣ በኮሌጅና በዩኒቨርሲቲ በሚያስተምሩ የቋንቋ መምህራን በማስገምገም የክብደት/የቅለት ደረጃ ከተማሪዎች የክፍል ደረጃና ዳራዊ እውቀት አኳያ ተገምግመው አስተያየት ተሰጥቶባቸዋል።

3.1.3.የጽሑፍ ክሂል ፈተና አስተራረም

ተማሪዎች በተራኪ፣ በአስረጅና በአመዛዛኝ የጽሑፍ ስልቶች የጻፏቸው ድርሰቶች እያንዳንዳቸው ለየራሳቸው በተዘጋጁ ዝርዝር መስፈርቶች ታርመዋል። በዚህም ለተራኪ ድርሰት አንባቢ፣ የሐሳብ አደረጃጀት (መነሻ፣መካከል፣ መጨረሻ)፣ ገፀባህሪያና መቼት፣ የቃላት አጠቃቀም እና የዓረፍተነገር አወቃቀር፣ የአንቀጽ አደረጃጀትና ተያያዥነት፣ የፊደል ግድፈትና ስርዓተነጥብ፣ ለአስረጅ ድርሰት ደግሞ የሀሳብ አደረጃጀትና ዕድገት (ርዕስና የሀሳብ ፍሰት)፣ ማብራሪያና ዝርዝር

ሀሳቦች፣ የቋንቋ አጠቃቀም (ሰዋስውና፣ የጽሕፍት ስምምነቶች)፣ ስርዓተነጥብና የፊደል እንዲሁም ለአመዛዛኝ ድርሰት የመግቢያ ዓረፍተነገር/አንቀጽና ደጋፊ ዓረፍተነገሮች/አንቀጾች አጻጻፍ (የምክንያትና ማስረጃ ሀሳብ አቀራረብ)፣ ማጠቃለያ ዓረፍተነገር/አንቀጽ አጻጻፍ፣ የቋንቋ አጠቃቀም/ሰዋስውና ቃላት፣ ፊደልና ስርዓተነጥብ ግድፈት በመስፈርትነት ጥቅም ላይ የዋሉ ሲሆን፣ ሁሉም መስፈርቶች ከ1-3 ውጤት ይዘዋል። እነዚህ መስፈርቶች universidad de Murcia (2020-21) እና national assessment program–literacy & numeracy (2022) ያዘጋጁትን የጽሑፍ መገምገሚያ መስፈርት በመተርጎምና በማሻሻል የተሰወዱ ናቸው። የተማሪዎቹ ጽሑፎች ለዚሁ ጥናት አላማ በሰለጠኑ፣ የማስተርስ ድግሪ ባላቸውና ከአንደኛ ደረጃ ትምህርት ቤት እስከ ኮሌጅ ድረስ ረጅም የማስተማር ልምድ ባላቸው ሁለት መምህራን ታርመው ሁለቱም መምህራን የሰጡት ውጤት ለተራኪ ድርሰት ከ18% (6 መስፈርቶች በ3 ነጥብ ተባዝተው) ለአስረጅ ድርሰት ከ15% (5 መስፈርቶች በሶስት ነጥብ) እንደዚሁም ለአመዛዛኝ ድርሰት ከ15% (5 መስፈርቶች በ3 ነጥብ ተባዝተው) ተሞልቷል። የመጻፍ ክሂል ፈተናዎች በኹለት አራሚዎች መካከል ያላቸው አስተማማኝነት (Inter-rater reliability) በፒርሰን ተዛምዶ የአስተማማኝነት መገመቻ ዘዴ ተሰልቶ በቅድመመሐራ .903 ሲሆን፣ በድህረመሐራ ደግሞ .901 ሆኖ ተገኝቷል።

3.1.4.የመጻፍ ተነሳሽነት መለኪያ የጽሑፍ መጠይቅ

የመጻፍ ተነሳሽነት መለኪያየጽሑፍ መጠይቅ በቅድመና በድህረ ትምህርት የተማሪዎችን የመጻፍ ተነሳሽነት ለመመርመር ተግባር ላይ የዋለ ነው። መጠይቁ Payne (2012) የተማሪዎችን የመጻፍ ተነሳሽነት ለመለካት የተጠቀመበትን በመተርጎምና በማሻሻል የተወሰደ ነው። መጠይቁ ተግባራዊ ከመደረጉ በፊት በአጥኚው አማካሪዎች ተገምግሞ አስተያየት ተሰጥቶበታል። የተነሳሽነት መለኪያ የጽሑፍ መጠይቁ 20 ዝግ ጥያቄዎች የያዘ ሲሆን፣ በጣም እስማማለሁ (5)፣ እስማማለሁ (4)፣ መወሰን አልችልም (3) አልስማማም (2) እና በጣም አልስማማም (1) የሚል የመልስ መወሰኛ ስኬል አላቸው። የጥያቄዎቹ አስተማማኝነት ደረጃ በአልፋ ክሮንባኽ ተፈትሾ በቅድመትምህርት 0.75 እንዲሁም በድህረትምህርት 0.77 ያህል አስተማማኝ መሆናቸው ተረጋግጧል።

3.1.5.የጥናቱ አተገባበር ሂደት

የመጻፊያ ተግባራቱ ለተማሪዎች ከመቅረባቸው አስቀድሞ የክፍል ደረጃውን በሚያስተምሩ መምህራን እና መማሪያ መጽሐፉን ባዘጋጁት መምህራን ተገምግመው የተወሱ ማስተካከያዎች ተደርገዋል። በዚህ መሰረት 20 የመጻፊያ ርዕሶች በክፍል ውስጥ ቀርበው ነበር። ይሁንና ሁለቱ ርዕሶች ማለትም ‹‹ስለራሳችሁ ወይም ስለጓደኛችሁ የልደት በዓል አከባበር ሂደት ድርሰት ጻፉ›› የሚለው ርዕስ ከሃይማኖት አኳያ ልደት የማያከብሩ ሙስሊም ተማሪዎች በመኖራቸው እንዲሁም ‹‹ስኬታማ ሰው ለመሆን ጠንክሮ መስራት እንጂ እድል

አያስፈልግም›› የሚለው ሀሳብ ከተማሪዎች የእውቀት ደረጃ አንጻር ይከብዳል ከሚል አስተያየት በመነሳት ተግባር ላይ አልዋሉም፡፡ ስለሆነም 12ቱ የመጻፊያ ርዕሶች ለክፍል ውስጥ መለማመጃ የዋሉ ሲሆኑ ቀሪዎቹ ስድስት ርዕሶች ለቅድመና ለድህረ ትምህርት የመጻፍ ክሂል ፈተና ጥቅም ላይ ውለዋል፡፡

በመቀጠል የመጻፍ ትምህርቱን በክፍል ውስጥ ለሚያስተምሩ የቋንቋ መምህራን ስለየጽሑፍ፣ የቃልና የጥንድ ግብረመልስ ምንነትና አተገባበር እንዲሁም ስለመጻፍ ሂደቶችና ስለመጻፊያ ስልቶች ለኹለት ቀን ያህል ስልጠና ተሰጥቷል፡፡ ይህ ከተከናወነ በኋላ የክፍል ውስጥ የመጻፍ ልምምዱ ከጥቅምት 26/ 2016 እስከ ጥር 15/2016 ለሁለት ወር ከአስራ አምስት ቀን (ለ10 ሳምንታት) ተካሂዷል፡፡ በመጻፍ ልምምዱ ሂደት ለቡድን አንድ ተማሪዎች የጻፉትን ድርሰት በማንበብ በመገምገሚያ መስፈርቶቹ አማካይነት በማስመር፣ በማክበብና አስተካክሎ በመጻፍ ግብረመልስ ተሰጥቷል፡፡ ለቡድን ሁለት ተማሪዎች በጻፏቸው አንቀጾች ውስጥ የታዩ ስህተቶች ልቅም አድርጎ በማውጣት በክፍል ውስጥ ከክፍሉ ተማሪዎች አልፎ አልፎም ከተናጠል ተማሪዎች ጋር ቃላዊ ውይይት ተደርጓል፡፡ የቡድን ሶስት ተማሪዎችን በጥንድ በጥንድ በማቧደን (ጥሩ የሚጽፉትን ጥሩ ከማይጽፉት ጋር በማቀናጀት) መስፈርቶችን አባዝቶ በመስጠት አንዱ ለሌላው ጽሑፍ ግብረመልስ ሰጥተዋል፡፡ ለቁጥጥር ቡድኑ ተማሪዎች ግን፣ ተመሳሳይ ርዕስ እየተሰጣቸው የጻፉትን ሰብስቦ ምንም አይነት ማስተካከያ ሳይጻፍበት ውጤት በመስጠት ብቻ ተመልሶላቸዋል፡፡ በዚህም በሙከራ ጥናቱ ወቅት በክፍል ውስጥ በመገኘት ስለመጻፍ ትግበራና ስለግብረመልስ አሰጣጥ ሂደት ምልከታ ተከናውኗል፡፡ በመጨረሻም፣ የድህረ ትምህርት የመጻፍ ክሂል ፈተና በመፈተንና የተነሳሽነት መጠይቁን በማስሞላት ጥናቱ ተጠናቋል፡፡

4.የመረጃ ትንተና

ከመጻፍ ክሂል ፈተናና ከጽሑፍ መጠይቆች በቅድመና ድህረሙከራ የተገኙት መረጃዎች በገላጭና በትንበያዊ የመረጃ መተንተኛ ዘዴዎች ተተንትነዋል፡፡ በዚህም ነጠላ ናሙና ልይይት ዘዴ ተግባራዊ የተደረገ ሲሆን፣ ሁሉንም መረጃዎች ስታትስቲካዊ በሆነ መንገድ ለመተንተን spss Vresion 23 ጥቅም ላይ ውሏል፡፡ በቅድሚያ የሁሉም ቡድኖች የቅድመ ትምህርት የመጻፍ ክሂል በነጠላ ናሙና ልይይት ዘዴ ተፈትሾ ውጤቱ እንደሚከተለው በሰንጠረዥ 1 ቀርቧል፡፡

ሰንጠረዥ 1. የተማሪዎች የቅድመትምህርት የመጻፍ ክሂል ፈተና በነጠላ ናሙና ልይይት (One way Anova)

ቡድኖች	ናሙና	አማካይ ውጤት(ave.)	መደበኛ ልይይት(sd)	የነጻነት ደረጃ (df)	የልይይት ዋጋ(F)	የጉልህነት ደረጃ(Sig.)
ቡድን 1	35	26.08	4.12	3	1.72	.164
ቡድን 2	36	25.06	3.95	140		
ቡድን 3	37	24.71	2.90			
ቡድን 4	36	26.65	5.14			

ከሰንጠረዥ 1 መረዳት እንደሚቻለው በቡድኖች መካከል ያለው የመጻፍ ክሂል አማካይ ውጤት ተቀራራቢ ሆኖ ተገኝቷል። ይህን የአማካይ ውጤት መቀራረብ ይበልጥ ለማረጋገጥ ነጠላ ነሙና ልይይት ዘዴ ተግባራዊ ተደርጓል ። በዚህም የተገኘው የF ዋጋ F(3,140) =1.72, P= .164 ሆኗል። የተገኘው የP ዋጋ (.164) ከባለሁለት ጫፍ የስህተት ይሁንታ 0.05 በልጦ መገኘቱ (P>0.05) በቡድኖች የቅድመ ትምህርት የመጻፍ ክሂል መካከል ልዩነት አለመኖሩን ያመለክታል። ይህ ማለትም የሙከራ ቡድኖችና የቁጥጥር ቡድኑ በቅድመትምህርት የመጻፍ ክሂላቸው ተቀራራቢ ናቸው ማለት ነው።

በመቀጠልም የተማሪዎች የቅድመ ትምህርት የመጻፍ ተነሳሽነት ተፈትሿል። በዚህም በቡድኖች መካከል የመጻፍ ተነሳሽነት ልዩነት መኖርና አለመኖሩን ለማወቅ መረጃው በነጠላ ናሙና ልይይት ዘዴ ተሰልቶ እንደሚከተለው በሰንጠረዥ 2 ቀርቧል።

ሰንጠረዥ 2. የተማሪዎች የቅድመትምህርት የመጻፍ ተነሳሽነት በነጠላ ናሙና ልይይት (One way Anova)

ቡድኖች	ናሙና	አማካይ ውጤት (ave.)	መደበኛ ልይይት (sd)	የነጻነት ደረጃ (df)	የልይይት ዋጋ (F)	የጉልህነት ደረጃ (Sig.)
ቡድን 1	35	62.1	13.4	3	.072	.975
ቡድን 2	36	62.4	11.1	140		
ቡድን 3	37	61.9	10.6			
ቡድን 4	36	61.1	11.2			

በሰንጠረዥ 2 እንደተመለከተው ተማሪዎች ያላቸው የቅድመትምህርት የመጻፍ ተነሳሽነት አማካይ ውጤት ተቀራራቢ ሆኖ ተገኝቷል። ይሁንና ይህ የተነሳሽነት መቀራረብ ጉልህ መሆኑና አለመሆኑ መረጋገጥ ስላለበት በቡድኖች መካከልና በቡድኖች ውስጥ ያለው የመጻፍ ተነሳሽነት በነጠላ ናሙና ልይይት ዘዴ ተፈትሾ

የተገኘው የF ዋጋ (3,140)= .072, P= .975 ነው። የPዋጋ (.975) ከባለሁለት ጫፍ የስህተት ይሁንታ 0.05 በልጦ (P> 0.05) ተገኝቷል። በመሆኑም፣ በቡድኖች መካከል የመጻፍ ተነሳሽነት ልዩነት አለመኖሩን ለማረጋገጥ ተችሏል። ይህም ቡድኖቹ በቅድመትምህርት ያላቸው የመጻፍ ተነሳሽነት ተቀራራቢ መሆኑን ያመለክታል።

4.1.የድህረትምህርት መረጃ ትንተና

የጥናቱ የመጀመሪያ መሰረታዊ ጥያቄ ‹‹ግብረመልስ (የጽሑፍ፣ የቃልና የጥንድ) በተማሪዎች የመጻፍ ክሂል ላይ ተፅዕኖ አለው?›› የሚል ነው። በዚህም በቡድኖች የድህረ ትምህርት የመጻፍ ክሂል መካከል ልዩነት መኖርና አለመኖሩን ለመፈተሽ መረጃው በነጠላ ናሙና ልይይት (one way anova) ተሰልቶ ውጤቱ እንደሚከተለው በሰንጠረዥ 3 ቀርቧል።

ሰንጠረዥ 3. የተማሪዎች የድህረሙከራ የመጻፍ ክሂል ውጤት በነጠና ናሙና ልይይት (one way anona)

ቡድኖች	ናሙና	አማካይ ውጤት (ave.)	መደበኛ ልይይት (sd)	የነጻነት ደረጃ (df)	የልይይት ዋጋ(F)	የጉልህነት ደረጃ (Sig.)
ቡድን 1	35	30.35	6.4	3	13.9	.000
ቡድን 2	36	32.75	5.9	140		
ቡድን 3	37	25.90	3.4			
ቡድን 4	36	26.80	3.9			

ከሰንጠረዥ 3 መገንዘብ እንደተቻለው በቡድኖች የመጻፍ ክሂል አማካይ ውጤቶች መካከል ልዩነት ይስተዋላል። ይህ ልዩነት ጉልህ መሆንና አለመሆኑን ለማረጋገጥ ውጤቱ በነጠላ ናሙና ልይይት ዘዴ ተሰልቶ የተገኘው የF ዋጋ F(3,140)=13.9፣ P= .000 ነው። በዚህም የተገኘው የ Pዋጋ (.000) ከባለሁለት ጫፍ የስህተት ይሁንታ (0.05) አንሶ በመገኘቱ (P< 0.05) በቡድኖቹ የመጻፍ ክሂል ውጤት መካከል ልዩነት መኖሩ ተረጋግጧል።

ይሁን እንጂ ነጠላ ናሙና ልይይት በቡድኖች መካከል ልዩነት እንዳለ ቢጠቁምም የትኛው ቡድን የተሻለ የመጻፍ ክሂል አለው የሚለውን ለማወቅ የአማካይ ውጤቶች ንጽጽር (comparison among means) ጥቅም ላይ ውሏል። ይህን ለማከናወን ከሚያስችሉ ዘዴዎች መካከል ውጤቱ በቱኬይ ፖስት ሆክ (tukey post hock) የመተንተኛ ዘዴ ተተንትኗል። በዚህም መሰረት የቃል ግብረመልስ ያገኙ ተማሪዎች (m=32.75, sd=5.9) የጽሑፍ ግብረመልስ ካገኙት ተማሪዎች (m= 30.35, sd=6.4)፣ የጥንድ ግብረመልስ ካገኙት (m=25.9፣ sd= 3.4) እና ከቁጥጥር ቡድኑ ተማሪዎች (m= 26.8, sd=3.9) የበለጠ የመጻፍ ውጤታቸው ተሻሽሏል። በአንጻሩ፣ የጽሑፍ ግብረመልስ ያገኙ ተማሪዎችም የጥንድ

ግብረመልስ ካገኙትና ከቁጥጥር ቡድኑ ተማሪዎች በበለጠ ሁኔታ የመጻፍ ክሂላቸው መሻሻል አሳይቷል፡፡

ኹለተኛው የጥናቱ መሰረታዊ ጥያቄ ‹‹ግብረመልስ (የጽሑፍ፣ የቃልና የጥንድ) በተማሪዎች የመጻፍ ተነሳሽነት ላይ ተፅዕኖ አለው?›› የሚለው ነው፡፡ ይህን ጥያቄ ለመመለስ የቡድኖቹ የድህረትምህርት የመጻፍ ተነሳሽነት መረጃ በነጠላ ናሙና ልይይት (one way anova) ተሰልቶ ውጤቱ እንደሚከተለው በሰንጠረዥ 4 ቀርቧል፡፡

ሰንጠረዥ 4 የተማሪዎች ድህረ ትምህርት የመጻፍ ተነሳሽነት በነጠላ ናሙና ልይይት ትንተና (one way anova)

ቡድኖች	ናሙና N	አማካይ ውጤት (M)	መደበኛ ልይይት (sd)	የነጻነት ደረጃ (df)	የልይይት ዋጋ (F)	የጉልህነት ደረጃ ባለሁለት ጫፍ (sig)
ቡድን 1	35	70.4	10.5	3 140	8.0	.000
ቡድን 2	36	69.8	10.4			
ቡድን 3	37	62.1	11.3			
ቡድን 4	36	60.4	11.2			

ከሰንጠረዥ 4 መረዳት እንደተቻለው በአራቱም ቡድኖች የድህረትምህርት የመጻፍ ተነሳሽነት አማካይ ውጤቶች መካከል ልዩነት ታይቷል፡፡ ይህ የአማካይ ውጤት ልዩነት ጉልህ መሆኑንና አለመሆኑን ለማወቅ የቡድኖቹ አማካይ ውጤቶች በነጠላ ናሙና ልይይት ዘዴ (one way anova) ተተንትነው ቀርበዋል፡፡ በዚህም የተገኘው የF (3,140) ዋጋ 8.0፣ P= .000 ሲሆን፣ የ P ዋጋ (.000) ከባለኹለት ጫፍ የስህተት ይሁንታ (.05) አንሶ በመገኘቱ (P<.05) በቡድኖች መካከል ጉልህ የሚባል ልዩነት እንዳለ ትንተናው ያመለክታል፡፡

የትኛው ቡድን የተሻለ የድህረ ሙከራ የመጻፍ ተነሳሽነት እንዳለው ለማወቅ የተገኙት መረጃዎች በአማካይ ውጤቶች ንጽጽር (multiple comparisons among means) ስልት በቱኪይ ፖስት ሆክ (tukey post hock) ተተንትኖ የጽሑፍ ግብረመልስ አማካይ (70.4) እና የቃል ግብረመልስ አማካይ (69.8) በተማሪዎች የመጻፍ ተነሳሽነት ላይ በተቀራራቢ ደረጃ ጉልህ አዎንታዊ ተፅዕኖ እንዳላቸው ለመረዳት ተችሏል፡፡ በአንጻሩ፣ ጥንድ ግብረመልስ በመጻፍ ተነሳሽነት ላይ ተፅዕኖ እንደሌለው ትንተናው አመላክቷል፡፡

5.የውጤት ማብራሪያ

ይህ ጥናት ግብረመልስ በተማሪዎች የመጻፍ ክሂልና ተነሳሽነት ላይ ያለውን ተፅዕኖ በመመርመር ላይ ያተኮረ እንደሆነ ቀደም ብሎ ተገልጿል፡፡ በቅድሚያ ግብረመልስ (የጽሑፍ፣ የቃልና የጥንድ) በተማሪዎች የመጻፍ ክሂል ላይ ተፅዕኖ

አለው? የሚለውን ጥያቄ ለመመለስ የቡድኖቹ የቅድመትምህርት የመጻፍ ውጤት በነጠላ ናሙና ልይይት ተፈትሿል። የትንተና ውጤቱም (F (3,140)= .072, P= .975) በሁለቱ ቡድኖች መካከል በስታትስቲክስ ጉልህ ልዩነት እንደሌለ አሳይቷል፡ ፡ በመቀጠል ከትምህርት በኋላ የአራቱም ቡድኖች የድህረመጻፍ የመጻፍ ክሂል ውጤት በነጠላ ናሙና ልይይት ተፈትሾ የተገኘው ዋጋ F(3,140)=13.9፣ P= .000 ሲሆን፣ የተገኘው የ P ዋጋ (.000) ከ0.05 አንሶ (p<0.05) ተገኝቷል:: ልዩነት መኖሩ ከተረጋገጠ በኋላ የትኛው የግብረመልስ ምርጫ ከሌሎቹ የበለጠ ጉልህ ተጽዕኖ እንዳለው ለማወቅ ደግሞ ከአማካይ ውጤቶች ማነጻጸሪያ (multiple comparison among means) ዘዴዎች መካከል የቱኬይ ዘዴ (Tukey honesty test) ተግባራዊ ተደርጎ የቃል ግብረመልስ (አማካይ 32.75፣ መደበኛ ልይይት 5.9) እና የጽሑፍ ግብረመልስ (አማካይ 30.35፣ መደበኛ ልይይት 6.4) ከጥንድ ግብረመልስ (አማካይ 25.9፣ መደበኛ ልይይት 3.4) እንዲሁም፣ ከቁጥጥር ቡድኑ (አማካይ 26.8፣ መደበኛ ልይይት 3.9) የበለጠ የመጻፍ ክሂልን በማሻሻል ረገድ አዎንታዊ ተፅዕኖ አላቸው። ይሁንና የቃል ግብረመልስ ከጽሑፍ ግብረመልስ ጋር ሲነጻጸር የበለጠ ጉልህ አዎንታዊ ተፅዕኖ እንዳለው መረጃዎቹ አሳይተዋል። በዚህም የጽሑፍና የቃል ግብረመልሶች በተማሪዎች የመጻፍ ክሂል ላይ አዎንታዊ ተፅዕኖ ሲኖራቸው፣ የጥንድ ግብረመልስ በተማሪዎች የመጻፍ ክሂል ላይ ምንም ተፅዕኖ እንደሌለው ተረጋግጧል። ይህም Agustiningsih እና Andriani (2021)፣ Sobhani እና Tayebipour (2015) እንዲሁም Rahmawati እና ሌሎች (2015) የቃልና የጽሑፍ ግብረመልስ በተማሪዎች ድርሰት ላይ አዎንታዊ ተፅዕኖ አላቸው ከሚለው ጋር የሚስማማ ነው። በአንጻሩ የጥንድ ግብረመልስ በተማሪዎች የመጻፍ ክሂል አዎንታዊ ተፅዕኖ አለው ከሚለው የHao & Razali (2022) ጥናት ውጤት ጋር አይደጋገፍም።

የኹለተኛው ጥያቄ ግብረመልስ (የጽሑፍ፣ የቃልና የጥንድ) በተማሪዎች የመጻፍ ተነሳሽነት ላይ ተፅዕኖ አለው? የሚል ነበር። ይህን ጥያቄ ለመመለስ በቅድሚያ በአራቱም ቡድኖች የቅድምትምህርት የመጻፍ ተነሳሽነት መካከል ልዩነት እንደሌለ (F(3,140)= .072, P= .975, P>.05) ተረጋግጧል። በመቀጠልም የቡድኖቹ የድህረትምህርት የመጻፍ ተነሳሽነት በነጠላ ናሙና ልይይት ተፈትሾ የተገኘው ዋጋ F(3,140)=8.0 ፣ P= .000 ሲሆን፣ የተገኘው የP ዋጋ (.000) ከ0.05 አንሶ (p<0.05) ተገኝቷል:: ይህም በቡድኖች መካከል የመጻፍ ተነሳሽነት ልዩነት መኖሩን ያመለክታል። በዚህም የትኛው የግብረመልስ ዘዴ የበለጠ ተነሳሽነትን ያሻሽላል የሚለውን ለማወቅ ውጤቱ በቱኬይ ፖስት ሆክ ዘዴ የአማካይ ውጤቶች ንጽጽር ተደርጓል። በዚህም የጽሑፍ ግብረ መልስ (አማካይ 70.4፣ መደበኛ ልይይት 10.5) እና የቃል ግብረመልስ (አማካይ ውጤት 69.8፣ መደበኛ ልይይት 10.4) በተማሪዎች የመጻፍ ተነሳሽነት ላይ እኩል አዎንታዊ ተፅዕኖ እንደሚያሳድሩ የጥናቱ ውጤት አሳይቷል። በዚህም የጽሑፍና የቃል ግብረመልስ የተሰጣቸው ተማሪዎች ለመጻፍ ያላቸው ተነሳሽነት እንደጨመረ መረጃዎቹ አመልክተዋል። ይህ ውጤት ግብረመልስ የተማሪዎችን የመጻፍ ተነሳሽነት ያሻሽላል ከሚለው የHamidun እና ሌሎች (2013) እና ከAgustiningsih እና Andriani (2021) ጥናት ውጤት ጋር አብሮ የሚሄድ ሆኖ ተገኝቷል። በሌላ

በኩል የጥንድ ግብረመልስ የተማሪዎችን የመጻፍ ተነሳሽነት ያሻሽላል ከሚለው የcui እና ሌሎች (2021) ጥናት ጋር ተደጋጋፊ አልሆነም።

6.ማጠቃለያ

ይህ ጥናት የመምህራን የግብረመልስ ምርጫ በተማሪዎች የመጻፍ ክሂልና ተነሳሽነት ላይ ያለውን ተጽዕኖ ለማጥናት ታልሞ የተከናወነ ጥናት ነው። የጥናቱ መሰረታዊ ጥያቄዎች ኹለት ሲሆኑ የመጀመሪያው ጥያቄ ግብረመልስ (የጽሑፍ፣ የቃልና የጥንድ) በተማሪዎች የመጻፍ ውጤት ላይ ተዕዕኖ አለው? የሚል ነው። ኹለተኛው ጥያቄ ደግሞ ግብረመልስ (የጽሑፍ፣ የቃልና የጥንድ በተማሪዎች የመጻፍ ተነሳሽነት ላይ ተዕዕኖ አለው? የሚል ነበር። በጥናቱ 144 የ7ኛ ክፍል ተማሪዎች በአራት ቡድን ተመድበው ተሳትፈዋል። ጥናቱ ለመከራ ቡድኖቹ የተለያዩ የግብረመልስ ምርጫዎችን በማቅረብ፣ ለቁጥጥር ቡድኑ ደግሞ በተለመደው ዘዴ መጻፍን በማስተግበር ለ10 ሳምንት ተካሂዷል። ጥናቱ ከፊል መከራዊ ንድፍን የተከተለ ሲሆን፣ ተጠኝዎችን በዕድል ሰጪ ናሙና ዘዴ በመምረጥና የመከራና የቁጥጥር ቡድን በማድረግ ተካሂዷል። ለጥናቱ የሚሆኑ መረጃዎች በቅድመና ድህረ ትምህርት የመጻፍ ክሂል ፈተናና በተነሳሽነት መለኪያ የጽሑፍ መጠይቅ ተሰብስበዋል።

ከተጠኝ ተማሪዎች ቅድመና ድህረትምህርት የመጻፍ ክሂል ፈተናና የተነሳሽነት የጽሑፍ መጠይቅ የተሰበሰቡት መረጃዎች በነጠላ ናሙና ልይይት ተተንትነው ቀርበዋል። ከመረጃ ትንተናዎቹ የተገኘው ውጤት እንዳመለከተው ለተማሪዎች ድርሰት የሚሰጥ የጽሑፍና የቃል ግብረመልስ በተማሪዎች የመጻፍ ውጤትና ተነሳሽነት ላይ አዎንታዊ ተዕዕኖ አለው። በዚህም፣ መምህራን የተማሪዎችን ጽሑፍ ውጤት እየሰጡ ከማለፍ ይልቅ በሂደታዊ የመጻፍ አቀራረብ ተደጋጋሚ የጽሑፍና የቃል ግብረመልስ በመስጠት የተማሪዎችን የመጻፍ ክሂልና ተነሳሽነት ማሳደግ ይችላሉ የሚል አስተያየት ተጠቁሟል።

ማረጋገጫ

ይህ ጥናት የአጥኚው የግል ስራ የሆነና ከማንኛውም የጥቅም ግጭት ነጻ ነው።

ጥናቱ በጂማ ዩኒቨርሲቲ የገንዘብ ድጋፍ የተካሄደ ነው።

ዋቢዎች

ማረው አለሙ ። (1996)። በሳል ድርሰት ማስተማሪያ። ብርሃንና ሰላም ማተሚያ ድርጅት፡ አዲስ አበባ።

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