Teaching Reading Skills in Second Cycle (5-8) of Primary School in Oromiya Region: Focus to East Wollega and IlluAbabor Zones

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Abstract

In this study, the researcher has revealed how teaching reading skill is going on in some selected second cycle of primary school (5-8) of Oromiya region, Ethiopia. Forty English language teachers who teach second cycle of primary school in the two zones of Ormiya participated in the study. To assess teachers' and students' views about teaching reading, an in depth interview and classroom observation were conducted on the selected subject of the study. The study investigated if the teachers employed an effective reading techniques and how the students were accessible to reading materials. It was found out that the most important problems identified in teaching reading is that the less applicability of appropriate reading techniques by teachers and students' lack of relevant reading materials as well. Qualitative research design was employed to analyse the data collected through thick word explanation. The outcome of the study revealed that reading is not given adequate attention in the schools the way it ought to, all the subject teachers rarely use an effective reading techniques and there are less access of reading materials for the students. It was also seen during the classroom observation that teachers are not in a good position to implement active learning methods ALM while teaching reading skills. Thus, the study has found that teachers were unable to provide effective techniques of teaching reading and they rarely used ALM. Furthermore, the study found that libraries were not facilitated with reading materials in order to motivate students towards reading.

*Key words***:** *Reading skills; teaching reading; EFL Teachers; primary school (5-8).*

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1. Introduction

Much controversy exists regarding the teaching of reading in the elementary curriculum. Some advocate a back-to-basics approach, with emphasis on skills. However, studies in the areas of learning, language development, and reading acquisition have led many researchers and practitioners to reject skills-based approaches in favor of more holistic instructional methods.

The main researcher of the current research was born in the areas where there is scarcity of libraries. Of course, there are few libraries in few schools though there are no adequate books in them. It is disturbing that in the researcher's area even people in the school go to libraries to study for examinations. The wo/man who rarely visits library, after passing her/his examinations still frequents libraries to read for pleasure or intellectual enrichment is seen as an extraordinary man who has little else to do.

As educators, we want students to enjoy reading so that it promotes an interest in other subjects of the curriculum. They should leave the school as lifelong readers, writers and learners. Over many decades, educators have been drawing attention to the need for effective reading programmes. The purpose of an effective reading programme is to develop the child's ability to grasp the meaning of what is read, by teaching him or her how to analyse a sequence of ideas and make logical conclusions [13].

Reading is very important in the life of everyone and in every school system. In fact, evidence abounds everywhere in the world and in the field of reading to show its influence in improving students' performance in academic subjects and in later life. The quotation given below underscores the importance of reading in the life of Ben Carson – a boy who was rescued from the pits of moral and academic failure by the gestures of his mother who chose to make him read instead of watching television programmes endlessly while his books suffer. According to him, his mother remarked that:

Bennie, "she said again and again", if you can read, honey, you can learn just anything you want to know. The doors of the world are open to people who can read'. He later confessed that: 'as I continued to read, my spelling, vocabulary and comprehension improved, and my classes became much more interesting [2].

One of the fundamental objectives of education is to produce a literate citizenry and as a consequence, all educated people in the world are expected to be able to read and write a particular language of instruction. Thus, any person who is unable to read and write is regarded as an illiterate, no matter the amount of commendable knowledge such a person possesses. The attempt to avoid the problem of illiteracy in the world has led to the considerable efforts being made in Ethiopia to promote reading.

Reading skills are crucial to school success and provide the foundation for all subsequent learning because success in most subjects depends on the ability to read. Many students who fall behind their classmates in reading during their first few years of school do not catch up for the duration of their education

New trends in the use of local languages in the primary grades as the media for instruction raise new challenges for the teaching of reading and simultaneously open new avenues for more creativity in the promotion of reading. More of the cultural dimensions should be integrated in the teaching and learning process, permitting community members to play a more active role in the education of their children. At the primary level, all teachers must be teachers of reading. Regrettably, not all teachers are trained in the techniques of teaching reading. This is undoubtedly calls for a review of national policies for the training of teachers. It is particularly important in the light of the various skills and social issues to be addressed during the primary cycle of education. It is the worry of the current researcher that there is a doubt if not there is lack of skill in teaching reading in primary schools.

Quality and variety of reading materials available to children in many developing countries is a major handicap for ensuring reading competence. This is very tangible in Ethiopia where dozens of assignments are expected to be performed in quality education in general and teaching reading in particular. Survey in which the Association for the Development of Education in Africa (ADEA) participated in 2000 identified pupil to book ratios ranging from 1:1 to 1:7, with rural areas having the poorest supplies of books. This situation will not be changed overnight; however, teachers can, and should, be trained to prepare reading materials along with their pupils.

2. Area and Methods of the Study

2.1 Statement of the Problem

Importance of the reading skills of English has reached new heights in the present context of the globalized world. But the question is: how far are the learners in Ethiopia in general and Oromiya region in particular prepared for it? In Ethiopia educational system, many educators/teachers usually begin to feel how much students face with problems of reading in secondary or tertiary level. It has been noted that the problems that affect reading at the secondary school level in the country are a carry-over from the lower level of education. Many students inspired by friends or guided by teachers sometimes try to read a book but soon they lose the eagerness and interest with which they start reading the text. In every paragraph, or even in every sentence, or every phrase they come across some new words, which create a constant barrier for them to understand the meaning.

As far as the knowledge of the researcher is concerned the cause of the problem is deep-rooted in primary school; however, the high school is not purely free from the problems. Akinbote, Kolawole and Kolawole [11] found out that reading skills in English are not being taught well at the primary schools. They also found out that most primary school pupils had no materials to read, teachers are not working hard to promote reading while parents could not give adequate support to their children due to their level of poverty. Also, Kolawole and Kolawole [11] remarked that most primary schools had no functional libraries, books and teachers who can promote reading at that level of education.

There are also researches locally conducted in the areas of reading with the particular reference to primary level. For instance, a research conducted by [7] in some parts of Ethiopia revealed that the biggest loss of language classroom is that students and teachers understanding about teaching reading seem ill. Teachers need strategies to help their students in reading. Most of the students included in the survey were seen unable to read letters and words appropriately. The study found that teachers lack the strategies/techniques in how to build vocabulary and teach basic decoding.

Furthermore, in May and June 2010, an early grade reading assessment (EGRA) was performed in eight regions in Ethiopia. The EGRA was collaboration among the Ministry of Education (MOE), RTI International, members of the Education and Training Quality Assurance Agency (ETQAA), the Improving Quality in Primary Education Program (IQPEP), several core processes, and other stakeholders, and was a study of the reading skills in Ethiopia in a variety of areas. The purpose was to investigate the children's reading skills in the context of the General Education Quality Improvement Program (GEQIP) and the rapidly changing primary school environment in Ethiopia. Thus, the result of the finding showed that students' reading capacity is below the expected.

The cumulative consequence of these problems is that most pupils in the selected primary schools inadequately prepared to cope with the challenges of reading. The situation painted above is a reflection of the loss of value in our education over the years, but attempts have been made in the recent times to improve the situation so that students, teachers and those who are concerned with improving students' performance in their academic performance at the primary school level can work together harmoniously. But how far has the situation changed today? The attempt to answer this very important question and to find out whether what was previously reported in a preliminary study earlier carried out across some areas motivate the current researchers to conduct the study. Thus, the main target of this research is to assess the state of teaching reading in some selected primary schools (second cycle) zones of Oromiya region.

2.2. Purpose of the Study

2.2.1. General objective

The main objective of this study was to investigate the state of teaching reading skill in some selected second cycle of primary schools in six schools of three different zones.

2.2.2. Specific Objectives

The specific objectives of the study were to:

- identify the techniques/strategies of teaching reading used by language teachers;
- find out active learning methods/ALM implemented in teaching reading lesson;
- assess if the students have accessibility of reading materials;

2.3.   Basic Research Questions

In order to facilitate good ways to conduct the research, the researcher prepared three basic questions as hypotheses as follows.

- Do the primary language teachers use effective techniques/strategies in teaching reading skills?
- To what extent language teachers get prepared for teaching reading skills?
- Are the students accessible to use reading facilities to promote their learning capacity?

2.4.   Significance of the study

The findings of this study are expected to have the following important contributions. The study was to look into the state of teaching reading in some selected second cycle (5-8) primary schools. So, it is supposed to be important for language teachers and students to reconsider different types of techniques/ strategies being exercised in teaching and learning reading skills. The study may also raises awareness of teachers on the pedagogical importance of how teaching specifically in teaching reading skills undertakes. Therefore, the finding may also serve as an important document to the language teachers and interested researchers to conduct further studies on the same area.

2.5. The scope of the study

The study was limited only to two primary schools found in the two Zones of Oromiya region. Accordingly, the two primary schools were selected from Illu Ababor, and East Wollega zones on the basis of convenience. The study focused only on exploring the second cycle of primary schools English language teachers on the state of teaching reading skills. The study also included some students in the sample schools with relatively equal proportion with the number of students in the schools. There was also methodology boundary so as to fit with time and energy.

3. Review of Related Literature

It has been wisely said that those who do not know history are doomed to repeat it, and this surely seems true in the teaching of reading, for opposing points of view have swung in and out of favor like the proverbial pendulum. Actually, the fervent debate over the teaching of reading that has marked recent history is relatively new. In fact, if the history of teaching reading in fully alphabetic languages was compressed into a year, the first significant changes in teaching methods would not come about until the last months of the year, and the great majority of significant debate and change in methods would not come about the very last of the month.

According to [13] reading is a complex process involving different mental operations in which reading-related cognitive skills play an important role. To be able to read, children have to be able to perceive sounds, store the information they hear, analyse it, recall it and recombine it in memory and problem solving. Children with good cognitive abilities tend to become fluent readers earlier with more ease.

However, reading also depends on language-specific cognitive abilities, such as phonological awareness, vocabulary and, most strongly, decoding (the ability to associate sounds and symbols with meaning).

Research has shown that reading in different languages may require different activation of a different part of the brain. For example, reading Chinese invokes more activation in brain areas that are responsible for coordinating and integrating visual-spatial analyses of logographic Chinese characters compared with English. Writing is also dependent on general cognitive abilities. It may tax working memory and executive functions even more than reading. To write, a child must control his/her attention, set goals, plan, spell words, write sentences and revise them. The abilities to do these things are closely related to the child's cognitive abilities.

Reading comprehension involves the extraction of meaning from written language and it would generally be agreed that comprehension is the ultimate goal of teaching children to read independently. However, even though there is a large literature on children's reading comprehension and its development, there is no general agreement regarding which skills are the most important contributors to reading comprehension. While some research on children's reading comprehension has included children with poor word reading skills [9], other research has focused on children with poor comprehension but normal word reading skills.

How is it that children learn to understand what they read? How do some students get lost in their reading and enter new worlds, build knowledge, and improve vocabulary, whereas others find reading a constant struggle that rarely nets comprehension? Meaning, learning, and pleasure are the ultimate goals of learning to read. Knowing how to read words has ultimately little value if the student is unable to construct meaning from text. Ultimately, reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency [1].

To read English words, we learn to match sounds, or phonemes, with letters, or graphemes. When we learn to read English words, we learn to perform several steps very rapidly. First, we identify the first letter(s) of the word and try to find a matching phoneme. Then, working left to right, we match the rest of the graphemes and phonemes of the word. Holding the sounds in our working memory, we recombine them to form a mental representation that we attempt to match with a word from our listening vocabulary. Once that lightning-fast process has occurred we can access its meaning. Of course, if we are reading out loud, there are additional steps needed in order to pronounce the words.

Accessing and recognizing individual words is called word recognition, and recognizing the sound and meaning of words across connected text is what we call decoding. There are two broad categories of words in English: those with easy-to-match phonemes and graphemes, called decodable words, and those that have to be memorized as a whole, called sight words. Decoding and sight-word recognition are the primary word-attack skills used for English word recognition. There are good reasons that

English words are taught through both decoding and memorization, which will become clear as we proceed through this review of related literature.

On the other hand, when we write to represent words in written form, which is sometimes called recoding, we retrieve the word from our listening vocabulary and try to write the letters that represent the sounds of then word, proceeding in order from left to right. We also learn to write some English words not by matching them with the sounds, but from sheer rote memorization. Like decoding, recoding words in English can proceed in two possible ways, by putting letters in order, or by learning how to write some words "by heart," without breaking them apart.

Although some of the shortest and most common words are sight words, overall the great majority of English words are decodable, and learning to decode is unavoidable in order to read and write in English. Put another way, when learners decode English words, they start with the letter symbols and match them with the sounds, and when they write English words, they start with the sounds and match them with the letter symbols. No matter which end we start from, both processes involve matching the English sound and letter symbol combinations. The skill of matching sounds and letter symbols is called phonics. Phonics knowledge requires a good understanding of how the English sound and writing systems map onto each other. In order to help learners develop the phonics skill, teachers need to understand how the phonemes and graphemes of English work together in the English writing system. The teacher also needs to appreciate how the orthographies of ELLs' first languages resemble and differ from English and how that affects learning to read. For a native speaker of English, the process of learning to read and write words usually begins before or in kindergarten and continues.

This is a lengthy and often laborious process, and must be cemented into place before the focus of reading changes from "learning to read" to "reading to learn." Learners of English as a new language need to go through this process just like native speakers, but it might take place at any age or grade level, depending on when ELLs begin to learn English as a new language. Phonics skills are critical to cracking the code for reading English and must be accounted for in any comprehensive instructional program.

According to the explanation of [3], the following reading strategies can foster students' to read more quickly and effectively:

- Previewing: reviewing titles, section headings and content of a reading selection
- Predicting: using knowledge of the subject to predict the content and vocabulary
- Skimming and scanning: using a quick survey of the text to get the main idea
- Guessing from context: using prior knowledge of the subject
- Paraphrasing: stopping at the end of selection to check comprehension

Whereas [10] introduces six strategies for consideration when teaching reading called ACTIVE:

A Active Prior Knowledge

C Cultivate Vocabulary

T Teach for comprehension

I Increase reading rate

V Verify reading strategies

E Evaluate progress

4. Research Design and Methodology

This part describes the research design and methodology employed, the participants of the study, the sampling techniques, the data collection instruments, the data collection procedure and methods of data analysis that helps to achieve the main objective of the study.

4.1. Research Design

Research design is considered as the cornerstone of any study since it facilitates various research operations. In this regard, [6] argues that research design helps the researcher to advance planning of the methods to be adopted for collecting the relevant data and techniques to be used during analysis. The nature and the objectives of the problem identified and the means of obtaining information were the most important factors to be considered in order to choose the appropriate research design. The design of the study utilized is descriptive survey. Qualitative research design was mainly used to assess how the teaching of reading is implemented in the second cycle of primary school (5-8). This type of data design was intended to address through language teachers' in depth interview and classroom observation. Since the nature of the qualitative research design allows, the researcher has got the opportunity to interpret on the time of data collection.

4.1.1. Context and Procedure

This study involved a visit to two zones of Oromiya region to the West and South West of Ethiopia namely Eastern Wollega and Illu Ababor Zones. In each zones two primary schools was selected after communicating with supervisors with the education zone office. The selection of the schools was made based on their current performance of teaching English language in general and the ways of teaching reading in particular. Currently, most of the schools have schedule in how to teach language to discuss

with the concerned bodies, and it is the major objective of MoE to promote students' reading skill ability as well. Besides, the MoE launches to celebrate one day as a 'reading day' every year.

4.1.2. The Rational of Zones' Selection and Primary Second Cycle (5-8)

The 1994 education policy underlined the need to change the Dergue curriculum, and introduces new textbooks on a sequential basis to the primary level. Accordingly, the responsibility of preparing textbook for the primary level (1-8) was given to the regional education office. Here, where the research is going on students use their own mother tongue (Afan Oromo) in all subjects except for English subject as course in teaching learning process. As soon as they accomplish primary level (1-8), students begin learning all subjects in English. Thus, students' capacity to reading skill need to get emphasis and the teachers' contribution in teaching reading must also attracts attention, since it is huge foundation to work successfully in grade 9 and above. In addition, the selected areas are more convenient to investigate on the selected problems because the investigator is partially familiar to the areas and comfortable with the working environment.

4.2. Methodology

The researcher used descriptive design for this study. This is because all the issues of concern to the research are available in the schools. The design is considered adequate because it helps the researcher to capture all the information that is needed through observation check-list, and interviews. The researcher, with the assistance of supervisors and the woredas' experts identified the schools where the study took place, using MoE reading criteria checklist which helps to isolate some schools that would not meet the minimum standard required for this kind of study and visits the schools to observe teachers and students in the type of reading activities they got involved in. The researcher visited libraries in each sampling schools and collects data on the types of book avail, grade level and content based. Furthermore, the teachers' daily, weekly and yearly lesson plan was seen to crosscheck the emphasis given to teaching reading. This observation was carried out sometimes without teachers being aware that they will be being observed.

4.2.1. Sampling Technique

The purposive sampling technique was used to select the schools after communicating with the educational office of the two zones, especially with school supervisors. The rationale behind employing purposive sampling in this study is to obtain various privileges among the schools in the Zones as regards to the assignment of teachers, supply of teaching materials and teachers' qualification, and their quality teaching contribution in the education office of each zone. It is obvious that the number of teachers varies from one school to the other based on the number of students' intake. However, each section (5-8) was expected to get involved in the sampling. There were forty language teachers engaged to increase the EFL female teachers' contribution, whereas the number of students that participated in the study is 250. This figure would not represent the sampling for classroom observation.

4.2.2 Subjects of the Study

4.2.2.1. Teachers

The subjects of the study included 40 EFL teachers teaching English at second cycle primary school (5-8) in the two zones of Oromiya region. All English language teachers in the schools are taken as a subject for the study from second cycle of primary schools based on availability sampling. Besides, one language teachers from each sampling schools get involved in classroom observation while teaching reading skill lesson two times. Since it is a mandatory to observe the reading lesson, the selected section would only be via convenient sampling.

4.2.2.2. Students

Students were included as subjects for the study for the purpose of how learning of reading undertakes on their side and to what extent they are accessible to reading materials in their school as well. There were 250 students get involved in the study in the classroom observation. To ease the communication the researcher translated all questions into their first language so as to get thick information. Students were included as subjects for strengthening the credibility of the study in addition to teachers' responses.

4.3.   Instrumentations

The major data gathering tools employed in this research were an in depth interview and classroom observation.

4.3.1. Observation

Classroom observation was conducted to realize how much the language teachers implement what they have already said in their interview about teaching reading. The main purpose of this tool is to investigate the teachers' actual teaching of reading and to what extent the children learn reading. As a result, observation was made on six sections based on the desired lesson. Based on the convincing situation, one section from each school was observed not less than twice. An observation task is a focused activity to work on while observing a lesson in progress based on the prepare checklist. It helps a researcher to collect data or information from the actual lessons. Accordingly, non-participant, semi-structured observation was employed in the present study. Many scholars agree that non-participant observation is conducted when the researcher does not get involved in the activities of the group being observed but remains a passive observer, watching and listening to activities. The researcher recorded the observation scenario in the form of notes.

4.3.2. Interview

A set of follow up interview was held with teachers to listen how language teachers teach reading. Interviewing allow the collection of data in the subjects' own words thereby affording the researcher an

opportunity to discover perceptions, interpretations and the meaning which they give to their actions. An in depth interview was administered for 20 teachers in six second cycle of the selected primary schools for at least 15 minutes with each teacher. Each interview took between 15 and 20 minutes.

4.4. Data Collection Procedures

Prior to collecting the data, the researcher collected the general information about the second cycle of primary schools in each Zones from their perspective education office. Then, the researchers visited the schools after getting permission from the concerned bodies so that the researcher made necessary arrangements. During the visit, the researcher became acquainted himself with the school administrative and prospective research participants and he knew the environment. In addition, since the research is going to be conducted with the students of grade 5-8 children, the researcher decided to get the permission of parents about the purpose of the study in case some students are younger.

4.5. Data Analysis

In this study qualitative data analysis was employed. The data from interview and classroom observation were analyzed and they were examined in terms, patterns and relationships they had shown. Interviews from teachers were kept and organized based on their items. An in depth interview is collected from both teachers and described qualitatively and observation as well. The data from observation were mainly used to assess to extent the children learn reading and teachers teach reading as well.

5. Discussion and Results

Under this topic the researcher intends to present the discussion and result obtained through interview and classroom observation. Because of the nature of observation and in depth interview, the data were analyzed qualitatively through thick words.

To understand the overall aspects of teaching reading in the second cycle of primary school the challenges that the teachers and students face in developing reading skills, a study was conducted with 40 English language teachers and 250 students from 2nd cycle of primary school of East Wollega and IlluAbabor zones of Oromiya region.

A focused group interview (five teachers from each school) was also conducted to further understand how often they used techniques of teaching reading. Besides, it was tried to elicit the extent to which they prepare themselves to teach reading skills when compared to other skills. The paper reports the findings of the study and explores an approach which would fit in the existing practices of teaching reading, to help the teachers to improve the techniques of teaching reading skills of their students. Furthermore, the study indicates some factors that impede the implementation of reading strategies.

The data shows that less implementation of active learning methodology challenges the teaching of reading in this level. Teachers are unable to identify best strategic practices of teaching reading, but they

rather teach reading as usual. After every two months teachers take class tests and give students marks and identify them as low or high reader. Students' weaknesses are not addressed which results in poor reading skills. This is mainly due to less applicability of active learning methodology or reading strategies as the teachers proved during an interview. Teachers' focus is on completing of the syllabus and preparing students for exams.

Thus, this seems that the objective of the teachers is to develop the skills of solving exam papers,

rather than developing reading skills. In this regard, one primary class teacher said, "First the students read the paragraph or the essay in the class or at home, then we try to tell them some vocabularies and context then they learn it; therefore, we believe it becomes easy for the students to read it in the exams. This does not mean the best strategy of teaching reading".

Moreover, the data indicates that few teachers get some in-service training and they want to apply the learnt strategies to improve the reading skills of their students, but the exam oriented culture does not allow them to move from the syllabus. According to one of the teacher from the discussants lack of in-service training on teaching reading would enable to treat reading lesson less when compare to other skills. This is to explain they do not have special preparation to teach the reading skills; even they don't focus on the lesson plan explicitly to teach reading.

Furthermore, students' needs seem not to be considered as well as students have limited objectives of learning English which is to pass the exams. Lack of students' interest on learning reading was also reported by most of the teachers. According to [9] Children do show major interest in their attention and memory during middle childhood. They develop increasingly effective strategies for directing and maintaining attention to develop reading strategies. Lack of vocabulary and grammar are considered another hurdle in the development of reading skills. The teachers believe that learning grammar rules and maximizing vocabulary is the first step to develop students' reading skills. One of a senior English teacher who had more than 10 years of English language teaching experience said, "Maximizing vocabulary would help students read compositions with correct speed." This seems that teachers pay more attention to collect words and rules of grammar and less attention on the meaning which the students want to convey through their reading. Students faced difficulties of reading because of lack of vocabulary and grammar [13].

In addition, the findings show that teaching of reading is limited to word/phrase and students are not given real world tasks to read. There is no good environment in which students get opportunity to practice reading. Leave alone the excellent reading environment there are less or no reading materials which fit to the level of students. Along with this, reading classes do not facilitate other genres such as, predicting, contextualization, and collocation. However, the students are given few worksheets to match vocabularies with their synonyms and antonyms. Finally, there are some libraries filled with different books which are very out dated and beyond the students' ability as well.

With the above mentioned challenges, the researcher felt that there is a need to change the current approach of teaching reading skill. The researcher realised that along with the organisational features there is also a need to develop skills like, brainstorming, metacognitive strategies, extensive and intensive reading, rehearsing, predicting and guessing. Therefore, instead of teaching the theoretical background of reading like reading has three phases pre-reading, while reading and post reading), teachers need to focus their teaching practices on preparing the students on how to use the effective strategies of reading so as to practice. For instance, let the students know what they do during pre-reading not what pre reading is. At present, students' need is to read for the real and purposeful communication such as, elaborating (integrating new language with known information), transferring (using known linguistic information to facilitate a new learning task.

Students need to be exposed to different reading materials and reading tasks to acquire the reading skills. Thus, advocating for a new approach of teaching reading, the researcher suggest that use appropriate reading techniques of reading, having efficient preparation to teach reading and apply active learning methods in reading session if implemented in EFL context would help the learners to develop their reading skills.

6. Pedagogic Implication of the Finding

The second cycle of primary school (5-8) need to devote more time on children to continue to develop reading: teachers refrain from criticizing the children in lack of reading rather facilitate good reading conditions, provide opportunities for young children to read materials both in classroom and at home. These activities are basic to education, however non-existent in the two zones of Oromiya. Teachers need teaching strategies to help students to reading. Teachers appear to lack techniques of teaching reading. Textbooks were usually the only written material to which students were exposed, and we found the materials did not entail stories, games and other attractive documents. Schools need to be facilitated with reading materials so that their students could get an opportunity to reading.

A concern for student motivation should pervade all aspects of reading instruction and cooperation between parents/guardians and EFL teachers. The role of teachers and parents for motivating students to read must go beyond just making learning fun or interesting. Dispelling the notion that all students are motivated by such a casual approach is the first step in viewing motivation as that which affects an individual's behavior as he strives to attain a goal. The second step toward a pervasive concern for motivating students to read is giving a full account for the strong communication between language teachers and parents. Teachers of reading who evaluate the effects of intrinsic and extrinsic means of motivation can make informed decisions for increased student involvement and learning.

7. Conclusion and Recommendations

7.1. Conclusion

The present study investigated how teaching reading is going on in some selected primary school of Oromiya region. The findings revealed that teachers are less informed in applying effective techniques of teaching reading and students are unable to access relevant reading materials as well. The observation tool identified that teachers in theory do have no problem with regarding to the knowledge of reading strategies; however, they are unable to put their knowledge into practice.

Unfamiliar texts, lack of vocabulary, and grammar knowledge, inappropriate level of the text were the common points that the teachers reported regarding the difficulties students face in reading class. In addition, teachers did not deny that there is lack of materials to apply effective strategies of reading, and the condition is uneasy to implement active learning methods in reading class.

7.2. Recommendations

In order to address the objective of teaching reading in the second cycle of primary school in Oromiya region, the researcher strongly recommends the following points. First of all, the English language teachers should convince themselves to employ reading strategies/techniques to upgrade learners' reading capacity. Teachers are fully responsible to exercise on how students foster their potential of reading skill without detaching their knowledge of teaching reading and the techniques of teaching reading skill. The other important point is working on the accessibility of reading materials in the school library. It is the responsibility of every one to accomplish such activities though the school administration is more responsible to enrich the school library with reading materials.

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