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A CORRELATIONAL STUDY EXAMINING THE RELATIONSHIP BETWEEN TEACHERS' COGNITION AND THEIR CLASSROOM PRACTICES IN TEACHING READING SKILLS

BY

PETROS TIBBO



MAY 2011
ADDIS ABABA

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My deepest and heartfelt thanks go to Alemu Hailu (PhD), my advisor, who made the biggest support in commenting, suggesting, and guiding me throughout the research work. It was a great sacrifice for my wife and our three children in deciding to send me for study. Hence, I really thank W/ro Woynshet Akinaw, my wife, for her patience in paying all the sacrifices and for shouldering the responsibilities of my family. Next to my wife, I would like to express my gratitude to my brothers and sisters (Mr. Alemayehu Tibbo, Markos Tibbo (PhD), Ato Elias Tibbo, W/ro Hanna Tibbo, W/ro Aster Tibbo), who supported me financially and psychologically from the start to the end of the program. I would also appreciate the contributions of my friends (Ato Zemenu Tadesse, Ato Masresha Denano, and Ato Redi Jabir), who were really true friends in providing genuine comments on my research work. Moreover, I am thankful to Hawassa College of Teacher Education and teachers of English department for their kind cooperation, this research would not have been successful without their support. Finally, I sincerely acknowledge the authors and researchers whose works I used in my research.

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ABSTRACT

This study was designed to investigate the relationships between teachers' cognition and their classroom practices in teaching reading skills. The main objective of this study was to explore the correlation between teachers' cognition and their classroom practices in reading skills, their beliefs about teaching reading skills and actual classroom practices. The study was conducted in Hawassa College of Teacher Education with special focus on teachers of EFL. Available sampling was used and 10 teachers were included in the study.

The data were gathered using questionnaire, interview and classroom observations. Then, they were analyzed qualitatively and quantitatively. The qualitative data were analyzed descriptively while the quantitative data were computed for correlation. Consequently, the findings showed that there were gaps between teachers' cognition and their classroom practices, especially in the areas such as selection of reading texts and the phases of teaching reading skills. The findings also showed that the teachers' experience and qualification had no effect on their cognition and classroom practices in teaching reading skills.

As a result, it was recommended that the college should provide resources to alleviate the problem of text selection. Moreover, teachers should work hard to support students properly with varieties of needs in using the phases of teaching reading skills.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Historically, language teacher cognition research draws on the tradition of educational research which stretches back over 30 years (Borg, 2006), *i.e.* it is now about 40 years. This shows that it is relatively a young area of research. However, research in language teacher cognition is known to flourish rapidly since 1970s which had the aim of studying teachers' mental lives. Hence, teacher cognition as the area of research has been studied by different educational researchers (Woods, 1995; Calderhead, 1995; Borg, 2006). Pioneers of teacher cognition research focused their studies on exploring correlational relationship between behaviors and outcomes. Behaviors according to them stand for tacit beliefs of teachers which were assumed to affect the outcome of teaching. However, the researcher doesn't believe that behaviors are same with beliefs. For the researcher of this paper, belief is something that a person believes as important element for his day-to-day activities while behaviors are constructs that may or may not be important or mostly not easily curved by a person. In the study of behaviors or beliefs, it is inevitable to avoid educational institutions where teachers and students are the main subjects of the study.

Accordingly, teacher education institutions deserve first attention in that teachers play a paramount role in consolidating and transmitting the findings of teacher cognition research. Educators concern nowadays is the gap between theory and practice. The research findings that have been obtained so far regarding the gaps of theory and practice are not guarantee for teachers' behavior in class. If at all they would bring changes to teachers' behavior, the gap between theory and practice could have been minimal (El-Okda, 2005).

However, El-Okda showed that the chief determinant of teacher behavior in class for theory and practice is defined as the set of tacit beliefs and values about what constitutes effective foreign language teaching and learning. Coming to theory-in-action, it is built over time including teachers' experience as learners. Hence, the teachers' and the students' tacit beliefs about teaching and learning comprise the main component of knowledge base of teaching English as a Foreign Language (hereafter, EFL). The writer made clear underlying fears regarding pre-service teachers in that their pre-existing theory-in-action, even shaped through different courses during college studies, would not change their mind in their future teaching profession. For this reason, their tacit beliefs should be obtained and changed before they leave the college though it is hard to obtain the beliefs easily.

Sources of teachers' beliefs systems are therefore wide-ranging (Alemu, 2009: 124). To begin with, teachers' experience as language learners is one of the sources and the belief developed about teaching through time in their schooling is reflected. This belief emanates from the teachers who taught them for several years. The belief may or may not work well but they acquire it. Second, experience of what works best in their teaching is taken as the best working strategy of teaching. Teachers normally repeat the strategy that worked well in their teaching for better results as part of teaching experience. Third, certain teaching styles and practices may be preferred within a school, an institution, or a school district as established practice. This is seen in many privately owned institutions for making difference in their students' performance and/or distinguishing mechanism as advertisement. Fourth, teachers' personality may match with certain teaching patterns, arrangements or activity and hence they prefer to choose those matching their personality factors. Fifth, understanding educational or research-based principles from psychology, second language acquisition, or education and applying those into classroom situations. Sixth, the source for this belief originates from favoring a particular

approach or method for consistent use in the classroom in an assumption that a selected approach or method supports effective teaching.

1.2 Statement of the Problem

For many years, several research works have been done in the area of teacher cognition. For example, teacher education and general education in the area of teacher's cognition laid foundations for researchers in second language acquisition to investigate language teachers' pedagogical beliefs in second language learning (Richards & Nunan, 1990; Breen, 1991; Cumming, 1993; Johnson, 1994; Freeman & Richards, 1996; Woods, 1996; Richards, 1998). According to teacher cognition research, deep perception of teachers' cognition such as teachers' beliefs systems have been maintained.

Woods investigated teacher's decision-making processes based on three research questions:

> 1. What are the structural units of teaching a second language course?
> 2. What are the procedures that the second language teacher uses to structure (plan and organize) the course of teaching?
> 3. What are the processes by which a teacher interprets classroom events and information about teaching, and how do these interpretations influence the teaching practices of the teacher?
>
> (Woods, 1996: 12-15)

For his study, Woods incorporated eight universities of ESL teachers in Canada where he drew data using combination of different types of interviews as the major tool for elicitation in a longitudinal study. These interviews were sub-divided into open-ended background interviews following observation, on-going interviews based on class observation, and retrospective interviews based on video-taped lessons. The processes which teachers interpret classroom events and information about teaching and how these interpretations influence the teaching practice of teachers were thoroughly discussed (Woods, 1996: 195). These are a set of beliefs, assumptions, and knowledge. Distinctions among the

terms are given as: 'knowledge' to refer to proven and conventionally accepted facts, 'beliefs' to mean that something is non-demonstrable and nonconsensual. Nonetheless, 'assumption' lies between the two (p. 194).

A few research works regarding teachers' beliefs, perceptions and classroom practice have been done at domestic level (*See for example* Yalew, 2004; Beyene, 2008). Yalew studied under the topic 'teachers' beliefs, knowledge and practice of learner-centered approach in schools of Ethiopia'. The purpose of his study was to examine the beliefs teachers hold and the knowledge they have about learner-centered approach as well as the degree to which they practice in the classroom settings. The study also incorporated a number of factors together. The data were collected from 635 in-service teacher training program participants at Bahir Dar University, Education Faculty, who were teaching different subjects at middle and high schools in almost all parts of the country. The results revealed that the teachers tend to employ mostly the traditional teacher-centered approach of teaching. Hence, he recommended that teacher education institutions need to incorporate learner-centered approach in their programs in the training of would-be-teachers (Yalew, 2004: 17).

Moreover, Beyene studied high school EFL teachers' and students' perception on CLT with the aim of examining the degree to which they practice the CLT principles in their entire classes in Ethiopian School context. The data were gathered through questionnaires from randomly selected government high schools. This study revealed that there is a clear mismatch between what teachers and learners perceive about CLT and what they actually practice in EFL context.

Furthermore, researchers attempted to investigate foreign or second language teachers' cognition in terms of tacit beliefs about teaching (Gahin, 2000; Breen, 2001; Borg 2006). To the best knowledge of this writer, no studies have been focused exclusively on foreign language teachers' beliefs about teaching

reading in the aim of equipping pre-service teachers with academic survival and professional reading.

So far, points that have been viewed in earlier works showed us issues like teachers' cognition and classroom practice, teachers' beliefs and classroom practice and so forth. The studies focused on teachers' beliefs systems and how these beliefs contribute for how well students learn with the help of class teacher. This reminded the researcher a problem in the area where he works. The problem is reading in EFL. The reading problem that students in Hawassa College of Teacher Education have is critical. The researcher has noticed the prevalence of reading skills problems in his teaching as EFL instructor. Thus, he wanted to know the root cause of students' reading problem and posited whether teachers' cognition had its contribution regarding the issue under investigation or not.

Given the context outlined above, this study wanted to explore the following research questions:

- What are the gaps (if any) between teachers' cognition and their classroom practices in teaching reading skills?
- What is the effect of teachers' belief systems on how well they teach reading lessons and how better students learn?
- Is there any difference of cognition and classroom practices between experienced and novice teachers?
- What is the effect of educational qualification on handling classroom behaviors?

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this study is to explore the correlation between teachers' cognition and their classroom practices focusing in reading skills, their beliefs about teaching reading skills and actual classroom practices.

1.3.2 Specific Objectives

Therefore, the specific objectives of this study include:

- To investigate the gaps (if any) between teachers' cognition and their classroom practices in teaching reading,
- To see to what extent the teachers' beliefs systems influence their classroom behaviors,
- To examine if there is difference between experienced and novice teachers in terms of their cognition and classroom practices,
- To check out if educational qualification contributes to effective handling of classroom behaviors,

1.4 Significance of the Study

It is hoped that the study will be significant in its portrayal of the correlation between teachers' cognition and their classroom practices in case of teaching reading skills. Anticipated beneficiaries of the study include classroom practitioners (teachers and/or educators), curriculum developers, students (pre-service teachers), and other researchers. For practitioners, it is assumed to give them insights how the classroom practice of teaching reading skills is influenced by teachers' beliefs systems. Based on the highlight from the study, practitioners professionally will look into their work to amend their practice and/or beliefs about teaching reading lessons for EFL students as required by ethics of teaching. For curriculum developers, it is expected that they will see the necessity of incorporating the issue of teachers' cognition and their classroom practices in the curriculum in wider context, especially in teacher education

programs of the country. For students, it is expected that the quality of reading lessons will be improved because teachers would work better and gradually they will become professional readers. At last, this study can serve as a way in for those who are interested to pursue their studies in the area.

1.5 Scope of the Study

This study is limited to Hawassa College of Teacher Education where the subjects of the study were drawn. The college trains teachers of primary schools in pre-service and in-service programs. However, the researcher limited this study to pre-service program which is a regular program of the college. The study was conducted in the department of English, specifically on communicative English II course. Therefore, teachers of the course were taken as subjects of the study. Moreover, the focus was given to teachers' cognition, beliefs, and their classroom practices.

1.6 Limitations of the Study

The limitations of the study were wide ranging. However, some of them include: shortage of literature in the area, time constraint, and inadequacy of financial resource. The shortage of literature regarding teachers' cognition and their classroom practices was one of the problems, especially in the research works of domestic researchers. Hence, the researcher used most of the sources from foreign books and researchers as a means to solve the problem.

The financial resource as mentioned earlier was also limitation of this study. The researcher could have widened his scope in terms of geography and its contents so as to treat the case under study in better way. Nevertheless, the case was restricted to one college while there were four colleges in the region.

CHAPTER TWO

LITERATURE REVIEW

2.1 Teacher Cognition and Classroom Practices

According to Borg (2003: 81), teacher cognition is defined as "unobservable cognitive dimension of teaching – what teachers know, believe, and think". This definition of Borg opens new window for researchers to see unseen world of the teaching profession which of course was the concern of cognitive psychology. Understanding what teachers know, believe, and think help researchers to explore for relationships with that of classroom instruction.

Literature shows that research in teacher cognition has emerged in the field of foreign language teaching. Of these research works, the bulk of teacher cognition research has focused on knowledge change during teacher education; teachers' planning and departures from their lesson plans; teachers' reasons of instructional decisions or teachers' theories about communicative language teaching. However, research into teacher cognition in FL reading instruction, in contrast to L1 reading research, has been negligible (Borg, 2003).

Teachers' belief that reading aloud was not rare in real life was one of the findings in the study of teachers' cognition and they also did not think that reading aloud was a waste of time. Also, the pre-service teachers believed that understanding each word of the text is mandatory to grasp the gist of the text which is wrong and impossible to practice in real life situation.

As cited in Alemu (2009), Johnson had the following assumptions in studying teachers' beliefs systems:

- Teachers' beliefs influence both perception and judgment which in turn affect what teachers say and do in the classrooms.

- Teachers' beliefs play a critical role in how teachers learn to teach, that is how they interpret new information about learning and teaching and how that information is translated into classroom practices.
- Understanding teachers' beliefs is essential to improving practices and professional teacher preparation programs.

(Alemu, 2009: 123)

The above assumptions force researchers to study teachers' beliefs systems because all points have teachers' beliefs as a common entity to improve the classroom practice. Phipps (2009: 14) shares the third assumption of Johnson, "...understanding teacher beliefs and their relation to practice and teacher education is crucial to our understanding of teaching and how teachers learn". Both of them give emphasis to teachers' beliefs in teacher education programs since improving the understating of teachers' beliefs and making the practice better solves the problem from its roots.

Several researchers have drawn attention to lock mutual relationship between beliefs and experience in the way they influence pedagogical practice (*example*, Elbaz 1983; Woods 1996; Allen 2002; Andrews 2003). The relationship has been highly complex, and neither linear nor causal (Fang 1996), but rather dialectic (Clark & Peterson 1986), symbiotic (Foss & Kleinsasser 1996) and interactive: `beliefs are thought to drive actions; however, experiences and reflection on action may lead to change in and/or addition to beliefs' (Richardson, 1996a: 104).

Teachers' beliefs influence what teachers do in the classroom, whereas; teachers' classroom practices do not always reflect their stated beliefs (Almarza, 1996; Karavas-Doukas, 1996). The reasons for this are complex, but there is much evidence to suggest that the teaching context exerts a powerful influence on teachers' ability to teach in line with their beliefs.

2.2 Teachers' Beliefs

Teachers' beliefs, being hidden to others in their nature, are difficult to define. Kagan (1992) views them as tacitly held assumptions and perceptions about teaching and learning. Pajares (1992) and Richardson (1996) view them as personal constructs of teachers that can help understand their decisions and teaching practices. The belief system consists of the information, attitudes, values, theories, and assumptions about teaching, learning, learners, and other aspects of teaching.

Some of these beliefs are quite general while some are very specific. According to Johnson (1994) teachers' beliefs influence their judgment and perception, the classroom activities they use, and it can contribute to the improvement of teaching practices and teacher education programs. The belief system is argued to serve as a base for the activities and practices teachers use in the classroom.

There are different ways teachers may develop their beliefs. It can be socially constructed as a result of their own personal experiences and influences of the settings in which they work. Teachers' beliefs are built up over time in getting involved to some training programs. They are derived from teachers' training programs, pre-service programs, and prior learning and teaching experiences. However, Brog (2003) and Richards, Gallo and Renandya (2001) argue that teachers' beliefs are derived from their prior experiences, school practices, educational theory, reading, their individual personalities, and a number of other sources.

2.3 Beliefs and Practices in Teaching Reading

The relationship between teachers' beliefs and instructional practices has drawn the attention of professionals of reading skills (Cheek, Flippo, & Lindsey, 1989, 1997; Leu & Kinzer, 2003; Tompkins, 2003). Current research in the area of

reading comprehension has focused on strategy-training studies and reading-related strategies. According to Singhal (2001), strategy training leads to improved reading performance. Moreover, educators have proposed the study to be made on the relationship between teachers' beliefs on how reading takes place in their classrooms to develop the level of students' comprehension.

As Chou (2008:192) argues, "the little amount of studies on investigating teachers' beliefs in the area of second language reading instruction have indicated an unclear picture of teachers' belief construct in teaching reading". Hence, additional research on exploring teachers' beliefs and the actual instructional practices regarding reading is required.

2.4 Language Learning Inventory Beliefs

Teachers' beliefs as reviewed earlier influence their instruction in what they do in classroom teaching. In examining the beliefs that influenced the teachers' practical behaviors, it would be possible to find the way to effective instruction of reading lesson.

There have been some research works in the area of inferring the existence of beliefs and their relations to one's action in the classroom. However, limited research has actually tried to identify 'explicit beliefs in any systematic way' (Wenden, 1987:103), except for the BALLI (Beliefs about Language Learning Inventory) Elaine K. Horwitz invented *(See Appendix H (1))*. The BALLI (Horwitz, 1987) was originally invented to account for the opinions of students on various issues and controversies in language learning, based on five major areas; 1. language aptitude, 2. the difficulty of language learning, 3. the nature of language learning, 4. Communication strategies, and 5. motivation. However, the inventory can be used in some modifications to investigate teachers' beliefs about approaches to English as a Second Language instruction as done by Richards & Lockhart (1996:50) *(See Appendix H (2))*.

Moreover, Lightbown & Spada (1999: 161-169) listed out questions to investigate beliefs and opinions about language learning in their attempt to compare both teachers and students. The questions include statements which tap teachers' and students' beliefs such as: students learn what they are taught, learners might learn each other's mistakes when allowed to interact freely, learners' errors should be corrected as soon as they are made and etc.

Nevertheless, the inventories seen so far are still unclear and not detailed. The inventories, however, made contributions in clarifying how beliefs of someone can be obtained to improve the teaching and learning practice. The weakness of the inventories is that they lack to show specific means to identify specific beliefs in specific contexts. Therefore, systematic ways need to be employed in identification of certain constructs of teachers' beliefs according to specific contexts of the subjects.

2.5 Phases in Teaching and Learning Reading

In teaching reading, there are three phases or stages (Williams, 1984; Nuttall, 1982; Bycina and Dubin, 1991; Brown, 2000). Thus, teachers are needed to follow these phases of teaching reading in their lessons. These phases are briefly explained below.

2.5.1 Pre-Reading Phase

This phase of teaching is a place where teachers arouse students' interests to follow the lesson. The idea discussed above regarding schemata can be applied here because students bring their knowledge of world to the learning environment where new concepts will be disclosed. This stage aims at introducing the reading text, activating prior knowledge, pre-teaching key vocabulary, and developing a general framework of a reading lesson. It is also a phase where students are encouraged to use different strategies of reading such as skimming, scanning, and predicting (Williams, 1984; Brown, 2000).

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2.5.2 While-Reading Phase

Wallace (1992) asserts that the aim of while reading phase is to encourage students read the text reflectively and interactively. According to him students need guidance in order to achieve the objectives set. Hence, different activities can be provided in this stage so as to encourage interactive reading. Moreover, students should be given a purpose for their reading lesson because this in turn leads them to take note of certain facts or rhetorical devices (Brown, 2000).

2.5.3 Post-Reading Phase

The purpose of post-reading stage is to help students evaluate what they have read. They will evaluate and summarize the text relating to their knowledge and experience. Vaez (2006) states that students need to reflect on what they have read so as to widen their thinking. The reflection can be made orally through talking or in written form. Comprehension questions are just one form of activity appropriate for post-reading (Brown, 200). In comprehension, some of the activities which can be used in this phase include: identifying author's purpose, discussing the author's line of reasoning, examining grammatical structures or steering students toward a follow-up writing exercise. Generally, engaging students in reflection supports deeper understanding of the reading materials.

2.6 Criteria for Reading Text Selection

As cited in Brown (2000), Christine Nuttal (1996) presented three criteria for choosing reading texts: (1) suitability of content: material that students will find interesting, enjoyable, challenging, and appropriate for their goals in learning English; (2) exploitability: a text that facilitates the achievement of certain language and content goals, that is exploitable for instructional tasks and techniques, and that is integratable with other skills (listening, speaking, writing); (3): readability: a text with lexical and structural difficulty that will challenge students without overwhelming them.

According to Brown (2000) the balance between authenticity and readability was discussed under text selection which was actually controversial. The necessity of authentic sources is not questionable. However, the controversies lie on the advisability of what are called "simple texts," in which an otherwise authentic text is edited to keep language within the proficiency level of a set of students. In decisions, teachers should make distinctions between simple texts and simplified texts.

According to Brown (2000), authentic simple texts can either be devised or located in the real world from sources such as ads, reports, and essays which are grammatically and lexically simple. The writer stresses that if simplification is a must, the natural redundancy, humor, wit, and other captivating features of the original text must be preserved.

The controversy which was introduced earlier comes here. How really simpler is the text that was simplified from the original material? Brown (2000) argues that sometimes the texts which are simplified might be much difficult than the original sources. They may also lose their freshness and the textual complexity might be even turned into a more productive background schemata complexity. Therefore, in simplifying texts which are selected for a reading lesson, great care must be taken in preserving original redundancy.

2.7 Reading Skills and Strategies

College students are frequently exposed to complex informational and graphical texts in their courses. The ability to understand and make use of the information from these texts is vital to a students' success in learning. Successful students use different strategies to better exploit the reading material. However, struggling students need explicit teaching of the strategies to tackle the challenge they face in their reading. Brown (2000) pointed out ten strategies for

reading comprehension which can be practically applied to classrooms by teachers:

2.7.1 The Purpose in Reading

This point stresses on alerting students to identify the purpose of something. According to Brown, teachers are required to make sure students know their purpose of reading.

2.7.2 Use Graphemic Rules and Patterns to Aid in Bottom-Up Decoding

A correspondence between spoken and written English as asserted by Brown is a problem for beginning level students. Therefore, they will need explanations about certain English orthographic rules and peculiarities.

2.7.3 Silent Reading

The silent reading is used for relatively rapid comprehension. However, Brown warns that this particular strategy will not be applicable for beginning level students. Thus, this technique is usually appropriate for students in intermediate and advanced level.

2.7.4 Skimming

This strategy is moving one's eyes across a whole text for its gist. Students can be taught to use this strategy through providing them a reading material and prescribing time to work on skim activities.

2.7.5 Scanning

Quickly searching for some particular piece of information in a text is known as scanning. This reading strategy is one of the most valuable as long as reading is concerned Teachers can make use of this strategy in their reading lessons at pre-reading phase.

2.7.6 Use Semantic Mapping or Clustering

In this strategy, makes use of semantic mapping or grouping ideas into meaningful clusters so as to help the reader provide some order to the chaos.

2.7.7 Guessing

Guessing is a strategy of reading that is used when the learner is not certain about the meaning of a word, grammatical relationship, etc. Brown asserts that a key to successful guessing is to make it reasonably accurate. Therefore, teachers should help students to become accurate guessers through teaching them language-based clues such as word analysis, word associations, and textual structure. Moreover, nonlinguistic clues like context, situation and other schemata are helpful in guessing.

2.7.8 Analyze Vocabulary

This strategy is used when a reader is not in a position to recognize the word meaning immediately. Word meaning analysis can be made based on what one knows about it. Several techniques can be used according to Brown. Some of the techniques include: (a) Look for prefixes (co-, inter-, un-, etc) that may give clues. (b) Look for suffixes (-tion, -tive, -ally, etc.) that may indicate what part of speech it is. (c) Look for roots that are familiar (e.g., intervening may be a word a student doesn't know, but recognizing that the root comes from Latin "to come" would yield the meaning "to come in between"). (d) Look for grammatical contexts that may signal information. (e) Look at the semantic context (topic) for clues.

2.7.9 Literal and Implied Meanings

This requires the application of sophisticated top-down processing skills. The fact that not all language can be interpreted appropriately by attending to its literal,

syntactic surface structure makes special demands on reader. Implied meaning usually has to be derived from processing pragmatic information, as in the following examples:

(a) Bill walked into the frigid classroom and immediately noticed Bob, sitting by the open window.
"Brrr! he exclaimed, simultaneously eyeing Bob and open window, "It's sure cold in here, Bob."
Bob glanced up from his book and growled, "Oh, all right, I'll close the window."

(b) The policeman held up his hand and stopped the car.
According to Brown (2000: 311), each of these excerpts has implied information. The request in (a) is obvious only the reader recognizes the nature of many indirect request in which we ask people to do things without ever forming question. We can't be sure in (b) if the policeman literally (physically) stopped the car with his hand, but the assumption is that this is a traffic policeman whose hand signal was obeyed by a driver.

2.7.10 Discourse Markers to Process Relationships

Many discourse markers in English signal relationships among ideas as expressed through phrases, clauses, and sentences. A clear comprehension of such markers can greatly enhance learners' efficiency. Discourse markers have different notional category/meaning as cited in Brown (2000: 311). Some of the categories and the markers under each of them are given below:

(a) Enumerative - introduce in order in which points are to be made or the time sequence in which actions or processes took place. The markers used in this category include: *first(ly), second(ly), third(ly), one, two, three, etc.*

(b) Additive - this category has three sub categories: reinforcing, similarity, and transition. Examples of reinforcing subcategory markers are *again, also, moreover, etc.* Similarity subcategory markers are like *equally, likewise, similarly,* and so on. Transition markers, for instance, are like *now, well, incidentally, by the way, etc.*

(c) Explicative - introduces an explanation or reformulation of what preceded. The markers under this category are namely, *in other words, that is to say, better, rather, by (this) we mean*

(d) Illustrative - introduces an illustration or example of what preceded. The markers of this category are *for example,* and *for instance.*

2.7.11 Word Recognition and Word Attack Skills

Word recognition and word attack skills are very important skills that learners of certain language need to have. Both categories of words are taught by decoding and memorization. Lems et al. (2010) pointed out that:

> 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. (Lems et al., 2010: 65)

Word recognition as explained above is obtaining or retrieving information from the brain about a word and be fully aware of it. Moreover, attaching extra relations such as sound and meaning across text is known as decoding. The quotation also introduces the two broad categories of words in English: easy to match sounds and symbols, called decodable words, and those that have to be memorized as a whole, called sight-words. According to the writers, decoding

and sight-word recognition are the primary word-attack skills used for English word recognition.

In the process of analysis students study different parts that make up words. This analysis gives students to learn word-attack skills and at the same time they learn the historical emergence of words. For example, a word breakfast is made up of two morphemes, break and fast. There is additional meaning attached to this word. The known meaning is eating the first meal of the day, but "breaking our fast" from the night before is another meaning which the analyzer can arrive at the end of his/her analysis. (Lems et al., 2010: 105).

CHAPTER THREE

METHODS OF THE STUDY

3.1 Research Design

A qualitative case-study approach and correlational research design were adopted in this study to investigate the relationships between teachers' cognition and their classroom practices in case of teaching reading skills. This mixed method approach was selected for different reasons (Somekh and Lewin, 2005: 275). The general reason was that it enables to generate better understanding than studies bounded by a single methodological tradition as mentioned in Somekh and Lewin. Moreover, the mixed method approach was further distinguished as different form of sagaciousness such as understanding with stronger validity and credibility and less known bias. Furthermore, understanding more comprehensively using multiple perspectives and lenses were some of the benefits of the approach. In issues like cognition and classroom practices, since the previous one was hidden, cannot be easily obtained through a single research design. So, correlational research design was employed to work on inferential statistics section which made the measurement of quantitative data possible for analysis and a qualitative case-study approach was applied to analyze the qualitative part of data.

3.2 Sampling

3.2.1 The College

The study was conducted in Hawassa College of Teacher Education which is one of the four regional colleges in the Southern Nations Nationalities and Peoples Regional State (SNNPRS). The reason that the college was selected is the

proximity and easy access for the researcher to obtain the required data, to tackle pressing time schedule for completion of the research work and also the financial resources limitation. Hawassa College of Teacher Education is located in Hawassa city, the capital of the region which is 272km south of Addis Ababa, the capital of Ethiopia.

3.2.2 Sections

Communicative English part two course was meant to be given to first year second semester students. Therefore, observations were made in first year classrooms regardless of department differences. The departments and sections were hence randomly included in the study because teachers arranged appointments based on their own convenience as explained under 'observation' below in ***section 3.3.2***. The inclusion comprises Geography department students, Language department, Math and Natural Science department students and so on.

3.2.3 Teachers

There were 10 teachers in English department who were engaged in teaching EFL. Of these, 9 teachers were males while there was only 1 female teacher. Since they were small in number, all teachers were included in the study. The presence of manageable number of teachers in the department made the inclusion of all teachers in the process of data gathering. Thus, available sampling technique was employed to gather data regarding various questions under different subheadings such as personal information, text selection and general understanding inventory, etc.

Teachers were randomly coded as "Teacher 01", "Teacher 02"... "Teacher 10", as shown under *section 4.2 or Appendix F- Interview Transcription.*

Table 1: Teachers' age, sex, qualification, total years of experience, and teaching load per week

Age	Frequency
20-29	2
30-39	5
40-49	2
50 and above	1
Total	10
Sex	**Frequency**
Male	9
Female	1
Total	10
Qualification	**Frequency**
BA	4
MA	6
Total	10
Total years of experience	**Frequency**
6-10 years	6
11-20 years	1
More than 20 years	3
Total	10
Teaching load per week	**Frequency**
10 and less than 10	1
11-20	7
21-30	2
Total	10

3.3 Instruments

3.3.1 Questionnaire

The researcher employed a questionnaire which had two parts and five questions at its first part and twenty-one questions in part two for investigation of different knowledge and beliefs about teaching reading skills. In part two, the statements were given and respondents were required to answer based on a Likert scale of five options. This scale ranges from strongly agree to strongly disagree where the previous one was given 5 points and the later 1 point. The medial measurement scale was 'neither agree nor disagree' having 3 points.

'Agree' was the second scale from strongly agree and represents 4 points. The second from the last scale says, "disagree" and was given 2 points. The measurement scale was shortened for use in chapter four. Thus, their short forms and corresponding points of the scale was give as: (a) strongly agree "SA" – 5 points, (b) agree "A" – 4 points, (c) neither agree nor disagree "NAD" – 3 points, (d) disagree "D" – 2 points, and (e) strongly disagree "SD" – 1 point. The responses obtained from the respondents were computed for analysis of different inferential statistical measurements so as to make data interpretation possible.

Most of the questions in part two were indirect yet they had great link to the points under observation checklist. They were made indirect purposely because asking indirect questions help tap teachers' cognition and minimize the use of technical terms. The 21 items were categorized into five after collection to make analysis easier. Accordingly, text selection and general understanding inventory, inventory of teachers' knowledge and beliefs regarding the phases of teaching, inventory of teaching techniques of reading, and inventory of skills teaching were the categories. These categories were very much similar with the categories under observation checklist.

The researcher prepared a *hypothetical teachers' cognition inventory standard* for checking the final result that was obtained from teachers based on the same questionnaire. It was not something different from the questionnaire originally given to teachers but it was just a key for the questionnaire based on literature. The responses for a hypothetical teachers' cognition inventory standard were indicated in *Appendix B*.

3.3.2 Observation

Non-participant classroom observation was employed to check the practical aspect of teachers' cognition. The result of observation was converted into quantitative form in a Likert consisting of 5 scales. As shown in the questionnaire section, the result for strong positive application of the checklist was given 5 points which was "yes" choice according to the format. However, "to some extent" was given for a teacher who used what the checklist asked the observer but not to the fullest extent possible and 4 points were given to this. Sometimes, teachers may not use what works well or would have been appropriate if used in teaching reading lessons. In this case, 3 points were given or "could have been done" was ticked. Below average or 2 points were given to teachers who totally lack the technique mentioned in the checklist in which the lack of it greatly impaired the reading lesson. The last point of the checklist was not available (N/A). This was given 1 point. The aforementioned measurement scale was coded for easy look and convenience in the tables of analysis section in chapter four. Hence, "Y" for "Yes-5 points", "TE" for "To some extent-4 points", "CD" for "Could have been done-3 points", "IAIL" for "Its absence impaired the lesson -2 points", and "NA" for "Not available-1point" were given, respectively.

Before observation, teachers were informed about the study to be conducted and appointments were made. The observations were made on the basis of teachers' convenience through negotiation. An individual teacher was observed for a block teaching of two hours and two observations were made. So, each of the teachers in the study were observed for four hours teaching time in at least one week duration for most of them.

Permission for recording all observations were negotiated with teachers during appointments made. As a result, all observations made in the reading lessons of the teachers were video-taped to help the researcher recheck the criteria that

had been marked during observations. Thus, the recordings were reviewed so as to amend the results given in class observations.

Teacher observation checklist focused on four fundamental subcategories. The first one was text usage. Teachers were seen on four detailed areas under this sub category. Some of the inclusions checked if teachers were using carefully selected text materials and provision of non-textbook materials for students. The second category was pre-reading section of the teachers' reading lesson. Here, elicitation of prior knowledge, the use of reading strategies so as to make students comfortable with features of reading material, and communicating the goals of that specific reading lesson were some of the points under this category. The third category was reading section. In this section, teachers were checked if they model the comprehension strategy before they expect students to perform certain comprehension tasks, the use of various techniques to scaffold instruction of reading strategies, and so on. The fourth category in the classroom observation checklist was a post reading section. This section was a place where teachers were measured for assessing their students regularly (informally and formally) regarding their comprehension of the reading text, provision of activities that were suitable for gaining new information from the reading text and possibly that could be applied by students in other content-area problems, etc. were the measuring points under the 5 scaled Likert.

In general, all the points mentioned in the above four categories can be subsumed into the classes under the questionnaire mentioned above.

As mentioned above in the questionnaire section, this tool had also standard which was known as 'hypothetical classroom observation checklist standard' against which the results marked by the observer checked. It was a similar checklist with the one used during classroom observation during reading lessons.

But the standard was hypothetically set by the researcher based on literature *(See Appendix D)*.

3.3.3 Interview

Crano and Brewer (2002: 22) define interview as: "The research interview is a data collection method in which participants provide information about their behavior, thoughts, or feelings in response to questions posed by an interviewer". Here, the writers showed that interview is a data collection method to gather information about the thoughts, behavior, or feelings of the respondents. Therefore, a semi-structured face-to-face interview *(See Appendix E)* was applied to gather information about respondents' cognition and their classroom practices on teaching reading skills. There were 14 questions that the researcher employed in interviewing the subjects. Of course, there were also probe questions based on information provided and the number of questions exceeds from 14. The interview had two parts. Part one contains agree/disagree type of questions based on reasons while section two was fully open-ended. All questions of part one were similar with that of the questionnaire while questions of part two showed slight difference in that they asked teachers about their own opinions. Although the questions of part two seem different they were very much helpful in tapping teachers' beliefs and knowledge regarding teaching reading skills because of the depth they had. This shows that the instruments were highly intertwined to gather the required information from the subjects. Consequently, this promoted triangulation of the responses obtained for maximum credibility.

The teachers who were observed during teaching the reading lesson were the targets of the interview. Thus, five teachers were interviewed after their classroom observations. The interviews made with five of the teachers were recorded which range from 24 to 50 minutes duration and then transcribed *(See Appendix F)* and used for analysis in the section of descriptive part of analysis.

Hence, teachers' interviews were sorted out according to similarities of opinions and used in analysis section to show the gaps or understandings they had regarding teaching reading skills. In the analysis, what teachers said was put in quotations and analyzed. Then, interpretations of those quotations were also given wherever necessary.

3.4 Pilot Study

All instruments were checked by the research advisor and colleagues before administration. Then, the pilot was conducted in the actual research site using some representative samples before investigation. The reliability test showed that the questionnaire had 0.73 for 21 items and classroom observation had 0.77 for 18 items on Cronbach's Alpha Statistical formula. Hence, the instruments were reliable for data collection.

3.5 Data Organization and Analysis

The data were gathered through questionnaire, classroom observation, and interview. Since the respondents were English teachers, the questionnaire prepared in English did not need any translation. Likewise, classroom observation checklist and interview were prepared in English.

Classroom observation was the first tool that was used to check how the practice of teaching reading takes place in the college under study. The reason that the researcher selected this tool as the first one was to avoid giving clues on the required elements. So, all (5) teachers were given questionnaires after the two round observations. Then, a face-to-face interview was employed as a last tool for in-depth information about their beliefs regarding teaching reading skills.

The questionnaire was designed to gather data on the beliefs and practice that teachers had in teaching reading. The data obtained from this tool were

tabulated, organized and entered into SPSS version 17 for analysis and inferences. Similarly, observation data were processed in the ways mentioned above because they were prepared based on the checklist consisting a Likert scale. On the other hand, qualitative data collected through interview were summarized and phrased descriptively without numerical computation.

Data gathered through each method were analyzed and interpreted separately before the final discussions. Thus, data from the questionnaire were presented in the table and analyzed using number. Then, data from interview were analyzed through description using words. Data from observations were analyzed after the analysis and interpretation section of the interview. Moreover, statistical analysis and interpretations were demonstrated just before discussions. Finally, the discussion section brought altogether depicting the matches and mismatches of the results from the tools used.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Data from Questionnaire

Items 1-6 were designed to gather information regarding text selection and general understandings of the teachers. Hence, Table 2 contains the responses teachers gave for each of the items. The measurement was made on the scale consisting of 5 points. Accordingly, the scale in tables 1-5 represents the following points: (a) strongly agree "SA" – 5 points, (b) agree "A" – 4 points, (c) neither agree nor disagree "NAD" – 3 points, (d) disagree "D" – 2 points, and (e) strongly disagree "SD" – 1 point.

Table 2: Text selection and general understanding inventory

No	Item	Respondents		Responses					Total
				SA	A	NAD	D	SD	
1	Reading is as important as other language skills for college students.	Teachers	N	10	-	-	-	-	10
2	Reading texts that are used for the purpose of reading lesson should be about things that	Teachers	N	3	-	5	2	-	10
3	Comprehending a reading text doesn't employ any different skill from other skills of	Teachers	N	4	-	2	4	-	10
4	Reading texts should be selected from authentic sources such as newspapers,	Teachers	N	3	5	2	-	-	10
5	Learners' interests should be taken into account in reading text selection.	Teachers	N	4	4	2	-	-	10
6	Teachers' contribution in solving the problems that students have in reading skills is significant.	Teachers	N	3	5	2	-	-	10

According to table 2 all teachers, i.e. 10, strongly agreed on the question that says reading is as important as other language skills for college students. The number of teachers who responded neither agree nor disagree is 5 and they remain neutral for the question that says the texts that are used for reading lesson should be about things that students know well. In addition, 3 teachers strongly agreed on this question while 2 teachers disagree on text familiarity of the reading texts.

The other question in the same table asked teachers to respond on the skills that comprehending a reading text employs. Accordingly, 4 teachers strongly disagreed on the idea that says reading doesn't employ any different skill from other skills of language learning. Similar number of teachers, i.e. 4 disagreed on the same question. From this, it can be inferred that these eight teachers have an idea that comprehending a reading text does employ different skill from other language learning skills. The remaining 2 teachers responded that they neither agreed nor disagreed on this question.

As shown in the above table, teachers were asked to respond on the question that asks the type of resources from which the reading texts should be selected. Hence, 5 teachers agreed that reading texts should be selected from authentic sources such as newspapers, magazines, journals, etc. Moreover, the number of teachers who selected a choice that says 'strongly agree' for the same question is 3. Furthermore, 2 teachers selected the choice which says 'neither agree nor disagree' regarding text selection from authentic sources. Generally, the number of teachers who responded 'strongly agree' and 'agree' for this item is 8. This indicates that teachers generally agree in selecting texts from authentic sources.

Teachers were given a question to select their preferred choice based on their beliefs and knowledge regarding considerations made in selection of a reading text based on students' interest. Thus, 4 teachers selected a choice that says 'strongly agree'. The same number of teachers selected a choice that says 'agree' while 2 teachers responded 'neither agree nor disagree'.

For question that says, "Teachers' contributions in supporting learners solve the problems they have in the reading skills are significant", half of the respondents (i.e. 5 teachers) showed their agreement selecting a choice 'agree' and 3 teachers selected 'strongly agree' choice. And 2 teachers selected 'neither agree nor disagree' choice.

From the number of teachers who responded on questions of table 2, it is possible to infer that they had problems on text selection and general understandings category of inventory.

Items 1-3 of table 3 illustrate questions that were designed to gather data from teachers on their knowledge and beliefs regarding the phases of teaching reading skills. Hence, the items and the responses given are presented in the table and analyzed underneath.

Table 3: Inventory of teachers' knowledge and beliefs regarding the phases of teaching

No	Item	Respondents		Responses					Total
				SA	A	NAD	D	SD	
1	The best way to begin a reading lesson is posing some questions about the reading text.	Teachers	N	2	7	1	-	-	10
2	Students' comprehension of a reading text can be supported by activities such as knowledge checking questions, chart completion, and opinion questions about the topic.	Teachers	N	6	4	-	-	-	10
3	All vocabularies of the reading text must be taught before students start reading.	Teachers	N	6	-	-	4	-	10

Table 3 has questions that are prepared with the aim of tapping teachers' knowledge and beliefs regarding the phases of teaching reading skills. Thus, 7 teachers agreed on the first question that says 'the best way to begin a reading lesson is posing some questions about the reading text'. In addition to this, 2 teachers selected 'strongly agree choice' for the same question. However, 1 teacher responded that he/she 'neither agree nor disagree' on the questionnaire.

Question 2 of table 2 asked teachers whether students' comprehension of a reading text can be supported by activities such as knowledge checking questions, chart completion, and opinion questions about the topic. Hence, 6 teachers responded that they strongly agree on the statement and the rest 4 of them responded that they agree. Therefore, all teachers fall under the category

of agreement for this question, meaning; no disagreement or neutrality has been exhibited.

The other question shown in the table asked teachers regarding pre-teaching vocabulary before the reading lesson. The question stressed on teaching all vocabularies of the reading text. However, all teachers expressed their disagreement responding on 'strongly disagree' and 'disagree' choices. Thus, 6 teachers disagree and 4 teachers strongly disagree on the question.

From the above results, one can say that teachers do not have problems of beliefs and knowledge on the phases of teaching because the responses given were mostly acceptable by professionals of the area as far as the literatures are taken into account.

The techniques used in teaching reading skills are considered to be one of the main concerns in investigation of correlation between teachers' cognition and classroom practices. For this reason, items 1-6 in table 4 were designed to gather data on techniques used in teaching reading skills.

Table 4: Inventory of teaching techniques of reading

No	Item	Respondents		Responses					Total
				SA	A	NAD	D	SD	
1	Different techniques must be used in the activities that are given to students in the reading lesson.	Teachers	N	4	5	1	-	-	10
2	Student must be encouraged to predict what happens next in the story of a reading text.	Teachers	N	7	3	-	-	-	10
3	A reading lesson is more effective when learners work out the exercises individually first.	Teachers	N	3	2	4	1	-	10
4	Reading lesson could be successful when learners learn from each other in pairs and small groups.	Teachers	N	2	6	2	-	-	10
5	Students' reading skills can be improved making use of varieties of techniques.	Teachers	N	6	3	1	-	-	10
6	It is important for teachers to read aloud while teaching reading skills so as to familiarize pronunciation of new words.	Teachers	N	1	3	2	-	4	10

Table 4 shows questions which are prepared to check teachers' knowledge and beliefs about teaching techniques of reading. On question 1, teachers were required to respond on the different techniques which must be applied in the reading lesson. For this question, 5 teachers responded that they agree and 4 teachers responded that they strongly agree. In addition, 1 teacher responded neither agree nor disagree. Here, 9 teachers shown their knowledge and believe that different techniques must be applied in the reading lesson. This shows that almost all teachers have positive thinking towards this question. Of course, the

teacher who responded neither agree nor disagree is not negligible. But still his/her decision is not clear whether he agrees or disagrees on the idea.

One of the techniques that teachers use is helping students to predict what happens in the story. Question 2 was used to check the techniques that could be employed by teachers as a means of helping students' prediction. Thus, 7 teachers responded that they strongly agreed and 3 of them responded that they agree. Hence, it is possible to say that all teachers support the idea of encouraging students to predict what happens next in the story of a reading text.

Teachers were also asked to respond on how exercises should be done by students. Question 3 of this table says, "a reading lesson is more effective when learners work out the exercises individually first." Varied responses have been given for this question, ranging from strongly agree to disagree. Coming to frequencies, teachers who responded neither agree nor disagree are 4 while 3 teachers responded that they strongly agree and 2 of them responded that they agree. Moreover, 1 teacher responded that he/she disagrees on the idea of giving the first chance to students for the exercises.

The question which has great link to the third question says, "Reading lesson could be successful when learners learn from each other in pairs and small groups". The numbers of teachers who responded that they agree is 6 and 2 teachers responded that they strongly agree. The rest 2 teachers responded that they neither agree nor disagree. Generally, 8 teachers had positive feelings to this question while 2 teachers' decisions were responding neither agree nor disagree choice.

The other question in the table is number 5 and it is about using varieties of techniques to improve students' reading skills. In support of this question, 7 teachers responded that they strongly agree and 3 teachers on their part reflected their agreement selecting a choice that says 'agree'. So, it is possible to say that all teachers' knowledge and beliefs on using varieties of techniques to help students improve their reading skill is acceptable.

In the inventory of teaching techniques of reading section, reading aloud was given to be used by the teacher. The question required teachers to choose their preferences on how teachers should proceed. Thus, the gathered data showed that 4 teachers responded that they strongly disagree and 3 teachers responded that they agree. The number of teachers who responded neither agree nor disagree is 2 and 1 teacher responded that he/she strongly agrees on the question.

As depicted in table 4, the general evaluation of teachers' beliefs and knowledge regarding the techniques was acceptable except for some points like questions 3 and 6.

Table 5 comprises items 1-6 which were designed to gather data from teachers on the skills of reading.

Table 5: Inventory of skills teaching

No	Item	Respondents		Responses					Total
				SA	A	NAD	D	SD	
1	Understanding the main idea of a text is one of the skills students acquire in the reading lesson.	Teachers	N	4	5	1	-	-	10
2	Students' ability of getting specific details from a text can be practiced in a reading lesson.	Teachers	N	6	3	1	-	-	10
3	Word attack skill is an essential means to learn the meanings of unfamiliar words of a text and must be applied by teachers in reading lesson.	Teachers	N	2	5	2	-	1	10
4	One of the skills that students are enabled in the reading lesson is identification of the reference of expressions, phrases, and words in a text.	Teachers	N	4	2	4	-	-	10
5	Transferring information from one form to another is a means to understand the text.	Teachers	N	3	5	2	-	-	10
6	Reading between the lines and beyond the lines are the skills that students acquire in formal reading classrooms.	Teachers	N	2	5	1	1	1	10

Inventory of skills teaching as shown in table 5 has six questions in it. Question 1 says, "Understanding the main idea of a text is one of the skills students acquire in the reading lesson". The teachers who responded that they agree are 5 and

those who responded "strongly agree" are 4. In addition, 1 teacher responded that he/she neither agrees nor disagrees on the idea of the question.

As depicted in the table, 6 teachers responded that they strongly agree on question 2. In addition, 3 teachers responded that they agree and 1 teacher responded that he/she neither agrees nor disagrees. In sum, 9 teachers responded supporting the idea that says, "Students' ability of getting specific details from a text can be practiced in a reading lesson".

Teachers were asked to respond on applying word attack skill in teaching reading skill. Thus, 5 teachers responded that they agree on this question and 2 teachers responded that they agree. Similarly, 2 teachers responded that they neither agree nor disagree while 1 teacher responded he/she strongly disagrees on the question. The number of teachers who responded agree and strongly agree on the question is 7.

The fourth question in the table reads as, "One of the skills that students are enabled in the reading lesson is identification of the reference of expressions, phrases, and words in a text." In both strongly agree and neither agree nor disagree sides, 4 teachers responded while 2 (20) teachers responded that they agree on the idea of the question.

There could be number of ways to help students better understand the reading text. One of the ways could be transferring information from one form to another as in question 5 in table 4. Expressing their agreements, disagreements, and may be neutrality, teachers responded on this question as they did for other questions. Thus, 5 teachers responded that they agree and 3 strongly agree while 2 responded that they neither agree nor disagree.

Formal reading lesson has many advantages to students. One of these as shown in table 5 question 6 is equipping learners with basics of reading between the lines and beyond the lines. Teachers were required to respond on their answers to this question. Hence, 5 teachers responded that they agree on the question and 2 teachers responded that they strongly agree. In addition, 1 teacher for each strongly disagree, disagree and neither agree nor disagree choices replied, respectively.

One can infer from the results of inventory of skills that most of the teachers had knowledge of teaching techniques of reading.

4.2 Data from Interview

As explained in chapter 3, interview questions were taken from questionnaires for an in-depth gathering of data. Therefore, the questions presented to teachers and their responses obtained on text selection and general understandings were analyzed under section 4.2.1.

4.2.1 Text Selection and General Understanding Inventory

The interview result clearly tapped teachers' answers with reasons on why they said the reading texts should be selected from things students know well. For example, teacher 03 (30-03-2011) said, "Yes. Absolutely right! Students do much and better if the passage or the text is about what they know from their experience than it is from elsewhere. So, I absolutely agree. This is a good point in reading we should pay attention to." This teacher agreed because students do much if the texts are about things they know well. However, teacher 05 agreed to some extent on selecting texts that are familiar to students:

> Hmmm...I agree...ah...to some extent. When you bring texts that students know very well, this will help them to easily do the readings. But in real life readings, we are not exposed only to things that we know. So, the students must have the exposure to readings that are authentic for real life readings. For example, from magazines and from other things...if they are exposed like that they will have really...hmmm, understanding of real life. But if you bring them what they know, they can do the exercises very easily but when it comes to real life that will be challenge for them. So to some extent to encourage them, to help them reading, bringing familiar topics is something good but that should not be done always. So, we've to change texts. (Teacher 05, 30-03-2011)

According to teacher 05, using texts that are familiar to students help them to undertake the readings easily but this is not right always as long as real readings are concerned. Hence, exposing them to real life reading from authentic sources helps greatly. Teacher 04 shares what has been quoted by teacher 05:

> Ah...as far as this question is concerned, I've got two ideas. One is actually the reading text which is in line with students' experiences ah...is helpful and it makes the understanding easier. And the other point is sometimes students should be introduced to new things...new experiences...or ah...now the world is always changing and we are in dynamic situations and these dynamic situations require the students to be exposed to various experiences which are out of their contexts. And introducing hmmm...context in the syllabus for example... the syllabus can make the students in order to be acquainted with ah...new experiences. Actually it has a benefit. It will be easier for their understanding. For instance, ah...if a student is made to read...ah cultural things which he or she knows. He or she will be in a better position to understand that because it is to his experience. So it makes the reading or the understanding easier. But I have a question, what about other experiences as long as we are teaching the students something which is universal? (Teacher 04, 31-03-2011)

Students can easily understand the reading text if the text is in line with their experiences as indicated in the quotation. For the reason that helps students carry out their readings easily, he agrees on using familiar texts but he strongly recommends that it is advisable to introduce students with new experiences which are out of their contexts. This is because the world is changing all the time

and students should be introduced to this dynamic world through presenting them unfamiliar texts, too.

However, their interview showed that they are not selecting texts from authentic sources for their classroom consumption as in the following quotation:

> Ok in our class just we're in a position to adapt or to make it as far as concerned or as much as possible we're trying to make is authentic but here as you know very well we are teaching communicative English skills part II that is contrived with or controlled with the material we have to present with that material because all the tests and the semester exams are geared towards the material. So, we are in a position to teach the material whether it is authentic or contrived. (Teacher 01, 24-03-2011)

Teacher 01 complains that the material they use to teach communicative English part II is contrived and very much controlled because students will be examined afterwards and uniformity of the course delivery should be maintained. For this reason, using authentic material such as newspapers, magazines, and journals was difficult for him. In contrast, teacher 02 says that some of the materials in the modules fulfill the criteria of authentic sources (*See Appendix F., interview transcription-teacher 02*). So in that case, there was no problem for him to use the texts but if he thinks there is a material that does not fulfill the criteria of authentic resource, and then he said he replaces them with the authentic ones.

The interview result could clearly read the minds of the respondents on what has been taken so far in their reading lessons and hence there was a gap among teachers regarding text selection and general understanding category.

Section 4.2.2 treats the data gathered from teachers using interview on their knowledge and beliefs regarding the phases of teaching. As shown in section 4.2.1, the teachers' words are directly quoted in the analysis.

4.2.2 Inventory of Teachers' Knowledge and Beliefs Regarding the Phases of Teaching

The first question of this category was about posing some questions before presenting the actual reading text. Hence, teachers explained their agreement on the question as shown in the quotations below:

> It is not only with reading. Even when we go to speaking, we have to begin with the students' prior knowledge or prior experience or knowledge. Therefore, before we go to the reading text, we have to give them a pre-reading activity or some questions that can help them bring their own experience in advance to the text so that later on they can combine the new experience and the past experience of their own. (Teacher 02, 25-03-2011)

According to teacher 02, students should be given a pre-reading activity or questions so as to help them bring their previous learning experiences to the current one. This in turn helps them combine or merge together what has been learnt with the old knowledge. The teacher stresses that this technique should not be restricted to teaching reading, but also in other language teaching skills, like speaking. Teacher 05 responded that he agrees on posing questions at the beginning of a reading lesson. He had similar idea with teacher 02 and said, "Hmmm...yea, the questions that...yea you have to begin by posing questions and these questions have to encourage the learners' prior knowledge because when you initiate students' prior knowledge, this will help them to understand the text well."

However, there was a teacher who had reservation on the word 'best' as indicated in the following quotation:

> Yes, yes. But uh...I have got a question on 'best'. When you say best...ah...best means there is nothing good than it, isn't it? So, I have got the question on 'best'. It depends actually. Posing good questions in relation to the topic might help. It helps ah...in order to make the reading lesson interesting as well as in order to activate students' experience towards the topic. But I don't feel that it is the best way because there are other ways by which a reading lesson can be started. (Teacher 04, 31-03-2011)

Teacher 04 explained his reservation because there are other methods which could be used instead of posing questions as he said. He actually acknowledged that posing good questions might help in making the reading interesting and activating students' experience. But when the researcher asked him to mention alternative methods to posing question he already said replied:

> Ok. Ah...posing question is right...posing question may be one mechanism. In reading lesson, uh...may be sometimes ah... students may be required to discuss...discuss. The discussion may be uh...in terms of ah...looking at a topic rather than question...the topic. For example, if the topic is about *causes of migration...causes of migration,* ah...the student may see the topic and then they may know...brainstorm some ideas on the causes of migration so that you know they can reflect their own experiences rather than simply saying, *what are the causes of migration?* Or Ah... can use in terms of question. Just the handout can be distributed and they may be required to say something looking at the title. So, that is what I say. (Teacher 04, 31-03-2011)

From the quotation, it is possible to see that whether requiring students to brainstorm on certain questions or discuss on the given ideas, teachers must use questions. There is always a question at the beginning of a reading lesson as long as student-teacher relationships are concerned. However, the final dialogue with the teacher ended up without justification for the disagreement on his reservation.

The interview with teachers confirms this result. For instance, teacher 01 (24-03-2011) says that, "No...It is impossible in order to teach all the vocabularies at the beginning or at the starting of reading but some of the key words which are more important in the reading material may be taught". In addition, the quotation of teacher 02 is worth mentioning here:

> If all the vocabularies are taught in advance of the students' reading, then there will be no reading. Already it is finished; the students will not be challenged by identifying the meaning of words. When we come to reading, it is not only the concept of the passage it is also identifying the meaning of words; exploiting different techniques or clues to identify or give meaning to the words. Therefore, if a teacher taught the words in advance, then what is the responsibility of the students? The target is already finished.
>
> (Teacher 02, 25-03-2011)

From teacher 02 in the above quotation clearly elaborated his disagreement on the statement. He strongly refuted that all words should not be taught in advance of the reading lesson because doing so highly lessens the challenge students should face to work on the meanings of words while processing the reading. If teachers take this initiative, the responsibility that students should carry on will be eliminated as indicated in the quotation. All the other teachers share the idea of teacher 01 and teacher 02 in their response to the same question.

The category that says "inventory of teachers' knowledge and beliefs regarding the phases of teaching" as indicated in the above quotations revealed that teachers have knowledge of the phases of teaching reading and their pedagogical belief is also in line with what the literature says.

The third category of questions was skills teaching inventory. In this section, the responses obtained from the interview were transcribed and analyzed under 4.2.3.

4.2.3 Inventory of Skills Teaching

In the interview, teachers expressed their agreement with their reasons as in the quotes:

> I agree. This is one of the...you see when we set a text to students hmmm...reference and inference are the...the skills you require them...you as a teacher require them to know. So, by understanding...by reference they understand relationships. What a pronoun stands for in a particular hmmm... text. So, I think this sentence is also agreeable. (Teacher 03, 30-03-2011)

Teacher 03 agreed on the idea of question 4 because as he explained in the quotation, the skill of reference and inference are the skills that help them understand the relationships the words, phrases, and expressions have in a given text. So, being able to understand those relationships help better understand the entire text as he argues. In the same way, teacher 02 supports the idea of the question as described in his quotation: "Of course this is one of the skills. Without understanding the referential words of expressions or phrases or words in a text, students will face problem of understanding the main idea of the text. Therefore, students must build confidence and experience on identifying referential words". Teacher 04 adds his comments like this:

> Yes, it is one of the skills. Teaching references, yeah...the reference ah...may be words, the references may be pronouns and in my teaching lesson, I use or I usually do to...to...to...to to encourage students in order to identify what that word stands for, what does it refers to and things like this and I consider identifying reference is ah...ah...sub skills of reading. (Teacher 04, 31-03-2011)

Teacher 04 as in the quote assured that he uses references in his reading lessons. He said that he uses to encourage students in order to support them identify what the word refers to and what it stands for. So, this teacher in his words witnessed the importance of teaching references and he considers it as a sub skill of reading.

The other question that teachers were asked in this category was word attack skill as a means to learn the meanings of unfamiliar words of a text. Thus, teachers had their own words on the idea and presented in the following quotes:

> Students should have the skill of identifying meanings of words that they don't know by using the environment where the words found. As I told you earlier, I said that we should not define or give meanings of all words in the text and intentionally we have to bring some words which students do not know...uh...and by helping them use the contexts, it can be repetition of the words...uh...it can be by different mechanisms, they must be able to guess meanings of words. So this will help them to tackle meanings of words in real life. So, we have to give them exercises where they are expected to guess meanings of words by using different guessing strategies. (Teacher 05, 30-03-2011)

According to teacher 05, students should be enabled with the skill of identifying meanings of words. The teacher explained the ways in which students can arrive at word meanings. Hence, using the environment where the words found was one of the word attack skills that the teacher mentioned in his interview. The other mechanisms in which students can identify the meanings of words were given by teacher 05. Thus, helping students use the contexts, using different guessing strategies were the mechanisms which we can read from the quotation. The teacher in the interview stressed that teachers should not define or give meanings of all words in the texts but they have to encourage students to do on their own just by pre-teaching them some key words. Teacher 02 replied some more mechanisms in which word attack skill can be practiced by students in the reading lesson as elaborated in the quotation below:

> ...when we come to word attack skill, there are preconditions that we have to fit our students. We have to fit them the clues for guessing the meanings of words. Without guiding them, without feeding them the situation, it will be just...ah...very burden for the students. Due to this, after teaching the students the clues such as synonyms, antonyms, hyponyms, collocating words, how to use grammar...ah...the prefixes and suffixes and so on. We have given them guideline for that. Therefore, the students can apply it and they can experience it. As a result of this...ah...previously have said that the text must contain familiar and unfamiliar words. If this is the situation, then word attack is of course very necessary.
>
> (Teacher 02, 25-03-2011)

For teacher 02, the preconditions should be fulfilled in order to make students ready for word attack skill. The teacher said that students should be given clues on guessing word meanings. So, teaching students with the techniques such as synonyms, antonyms, hyponyms, collocation, prefixes and suffixes, and so on should be taught to students before requiring them undertake word attack as he argues. Teacher 04 in his part expressed his strong agreement on this question:

> Ok, yes...yes. It is also one way of getting words. When students or when the teacher encourage the students to attack words, that means to get the students meaning from the text, they understand the text in a better way. Even they may have a long lasting recalling of words because they are doing by themselves...they are coming to a kind of ah...giving meaning may be ah...defining, looking for synonyms, or looking for word formation, and by using different kinds of techniques they will reach to or get to understand what the word means. And when they get to understand what the word means, ah...they will understand the message of ah...the reading passage. And teachers I feel that...teachers should...should...should tell the students how they can get the meanings of the words across rather than may be giving the definitions or I think the definitions on the board or may be just telling the word meanings or teaching the words of the meanings. The teacher should make the students attack the words or guess the words by using different kinds of techniques. And these techniques should be pre-taught and the teacher should encourage the students to make use of these techniques while they are reading. So, I strongly agree.
>
> (Teacher 04, 31-03-2011)

As shown in the quotation teacher 04 highly recommends pre-teaching the techniques how word meanings can be obtained. He also clearly identifies the benefits of using word attack skill in the reading lesson. Some of which he mentioned includes, it helps students to understand the text better in their way to find word meanings they will have long lasting recalling of words, and etc.

Whereas, it seems that from teachers who responded neither agree nor disagree that the following quotation has some sense of disagreement, "...but I'm not sure it is a must. There are so many kinds of skills that we are going to teach all students as they are going to understand words. But I'm not sure if it is a must

because there are so many options." The word 'must' seem to divert his thinking though he had intention towards the agreement. As he explained further, there are many options that could be used instead of word attack skill.

Transferring information from one form to another was considered to be a means for understanding the text better. Teachers expressed their agreement on this statement as follows:

> Well in writing lessons, especially there is a section called classification. For example, I remember one lesson which is on *schools in England*. Schools in England are classified into primary level, grammar school...the old time. I'm talking about the traditional. Hmmm...you see after finishing certain level a student goes to either grammar school or general vocational school. This can be put in words like this or it can be put in eh...in a table on a piece of paper and students will write looking at the picture and this is called classification. You may divide schools into two, primary school and vocational school. Right?...You divide and give them in a table, then students will write by looking at that. So, it is possible. Therefore, I agree on this statement. (Teacher 03, 30-03-2011)

Teacher 03 brought forth his past experience as a student which is quite remote in time to explain how transferring information from one form to another can take place in the reading lesson. He explained how students could do the writing from a picture or from written words. He called the process classification. Another teacher who agreed on this question said:

> I agree on this idea. You know even this may require the students to ah...to get into higher level of thinking. You know reading requires the evaluation of the text, ah...this is also high level of thinking...ah when the students are engaged in transferring information for example, from h...the text to may be the table or the text kind of chart or the text kinds of data or something like this and even the data to kinds of text. This is a process. When they are engaged in such kind of process ah...they will be...they will be in a better position to understand and I feel this is a helpful reading process. (Teacher 04, 31-03-2011)

Teacher 04 agrees on transferring information because it is a means for students to process higher thinking in them. He calls a 'higher level thinking' because students will be required to think and rethink in evaluation of the text they read. According to him engaging students in activities like transferring from table to a text or from chart to a data and so forth, is a process. It is a process or a pavement through which students come into understanding of the text. Other teachers who agreed on the idea of the question pointed out their reasons for agreement.

In the interview section, teachers were asked to have their own say on the question what influences the way they approach reading in their teaching. They provided different factors which would affect the teaching of reading lesson. The following quotations contain some of the factors that have been mentioned during the interview:

> There are many factors that influence...even the lesson plan you carried to your class when is the shortage of books. The second is...hmmm tidiness of the class, hmmm...the number of the students and so on. They influence in fact, they may not stop you from teaching but they influence to certain extent; to a large extent not to certain extent. To a large extent your reading lesson will be affected. Students' comprehension level itself, this is their background. Um...as I said earlier...the...the number of students in the class and the number of books available or texts available in the class with no doubt influence your lesson quite a lot. (Teacher 03, 30-03-2011)

Teacher 03 mentioned the lesson plan teachers use in the reading lesson where there is shortage of books, the number of students in a class, and students' comprehension level or background, etc. influence teaching reading skills to a large extent. Here, shortage of books would refer to textual resources which are essential to teaching reading skills and students' comprehension or their background tells a reader something about college students who are learners at present. Teacher 01 had his own perception on the interview made:

> As I've told you before you know in selecting the reading material here we are teaching communicative part II. We are teaching with the text because this course is given for all first year second semester students. Umm...this just we are influenced to teach the material because here we have no options to develop or adapt because of as I've already told you because of the exam. We are using the contrived one rather than the authentic materials. So, this influences the way we believe and the way we are doing is different here. (Teacher 01, 24-03-2011)

Teacher 01 complains that communicative English part II is a common course and hence taught throughout all departments and hence the reading texts and other things are the same and should not be altered due to common exam and evaluation. Therefore, he complains that they cannot adapt and forced to use contrived materials rather than authentic ones. In addition, he blames himself and the colleagues in his words like, "...the way we believe and the way we are doing is different here". Teacher 02 in his part answered the factors that influence teaching reading:

> Ah...there are different influential situations here. Ah...the way how we make students exploit the information may influence the way we teach reading. One is this. Second, the exercises themselves...the exercises themselves may have their own influence. This is simply to say that if the students are picking direct words from the text and then insert in the...uh...given blank spaces or if the students say 'true/false', these questions can be answered without reading the text. Therefore, the reading text must be followed by purposeful and meaningful activities in order to make them influential. (Teacher 02, 25-03-2011)

According to teacher 02, the way how we make students use the information and the exercises presented in the textbooks or modules influence teaching reading. The exercises of the modules should encourage students explore and demand them to think creatively instead of simply filling in like mechanical activity as the teacher argues. Thus, he strongly recommends that the exercises of the modules should be purposeful as opposed to fill in types which may not require critical thinking. Teacher 04 started his list of factors from students' background:

> One is students' background. Ah...I feel that you know in my reading lesson even recently, I thought that students read something and they fail to understand. I attributed these things actually h...these many variables...one is their background. The other one is they are less motivated in English reading lessons. They are less motivated. And the other factor even which I get by asking them in actual classrooms that ah...there...there is difficulty in getting new words, word challenge...word challenge. Even though the reading text is in line with their experiences, if they get new words, they will frustrate. They read one sentence when they come to the next sentence...if they get new word they stop, they lose hope. So there is a lot of frustration. May be what makes this frustration...may be directly related to their background. So, background is one the other one is word challenge and the third one is their motivation, particularly in relation to well, language learning in general and reading lesson in particular. So, these are few of the factors actually there are many factors.
>
> (Teacher 04, 31-03-2011)

Word challenge is considered as one of the factors for teacher 04 in his teaching. The third factor mentioned by teacher 04 is motivation. Students are less motivated in language learning in general and in reading lessons, in particular. Teacher 05 in his interview nullifies what has been mentioned as factors that influence teaching reading skill in the college. As he explains, material shortage should not be taken as a factor in the college like that of high schools.

> Uh...if you take for example when you are in high schools, where there are shortages of materials, this will force you to tell them to share a module or a book or you can see in the high schools five or six pupil trying to read one material. The material for some pupil is upside down. Those kinds of things...but here as you see almost all of the students have their own modules as you have seen last time. So, most of the things are...uh... solved. That means, things that are related to textbooks are in the high schools not here because students individually have their own textbooks. So there is no problem like that and after that of course to help them understand the text, I ask them to work in groups. It means...hmmm...I want the skill...to integrate the skills after reading to speak, after speaking, they have to write things. So, that's to integrate the skills. Other than that, there's no problem.
>
> (Teacher 05, 30-03-2011)

Teacher 05 clearly showed the situation in which students with the shortage of text books or modules learn. But this is not a problem for students in the college where he teaches. He said that almost all students have their own modules. This teacher has mentioned only the shortage of materials as the factor that influences teaching reading in his teaching but this factor does not exist in the college or solved at the moment.

Teachers were also asked to recommend regarding teaching reading skills in the college. Accordingly, all interviewed teachers had their own words on the question. Teacher 01 recommended that teachers should be given freedom to develop authentic materials from magazine and newspapers. The following quotation is taken from teacher 02:

> Ah... in my case it would be too difficult to enhance students' reading capacity unless they have background. And the background comes from their earlier classes. Therefore, as to me...as to me ah...the students should be taught in high schools effectively first ah...once the students are without background, without interest...once the students have believed that reading is difficult, you cannot change this situation. The first thing is the high school teachers must know how to teach reading. And encourage the students to read. Ah...it is very...very simple to plant crops or seedlings on a fertile land but if that land is not fertile, you cannot plant. Even if you plant, you will gain nothing unless you lose your energy and money. Therefore, the background must be built and then we have to come to extend the situation. Therefore, the fertile land is high school and here we will try to cultivate them. Ah...this is what I can say. Besides that the way how the students are just...nominated or chosen to college has its own impact. Ah...this is simply to say that...ah...they are coming from grade ten and...ah...usually ah...the college is just giving examination after the other sectors have given entrance examination. Therefore, what is happening here students who are hopeless after losing the chance to join agriculture or nursing situations, they will take this college as the last alternative. Therefore, this must be settled first. And after that...ah these situations are just...ah taking place. Probably, in addition to teaching them reading in the classroom, the college has ELIC. In the ELIC they can practice reading, speaking, different situations. Besides that, if the students have interest on reading, we can help our students using our spare time by giving them tutorials on reading and so on. (Teacher 02, 25-03-2011)

As shown in the quotation, teacher 02 stressed on the students' background and he attributes this to high schools. Because of this, he recommended that teachers in high schools should know how to teach reading and should encourage the students to develop interest towards reading. Surprisingly, the teacher used an analogy in his recommendation. The analogy says, "It is very simple to plant crops or seedlings on a fertile land but if that land is not fertile, you cannot plant...". In the analogy, the fertile land is high school and the work of cultivation is the responsibility of teachers in the college, as teacher 02 argues. In addition, the way in which students are drawn for college study should be changed as indicated in the quotation. The teacher complains that the least quality of students are joining the college. Therefore, he recommended that this condition should be avoided and students with reasonable capacity should join into the college for teacher training program.

In addition, teacher 03 recommended that students should be encouraged so as to help them have taste towards reading. Moreover, he asserts that teaching skills of reading, advising and motivating, selecting interesting texts would improve the situation of students of the college in backing up their deficiencies. *(See Appendix F, interview transcription-teacher 05)*

Teacher 05 recommended giving 'reading and study skills' course to all students regardless of departments would help students improve their reading skills. In addition, availing fictions and short stories for students encourages them to read. *(See Appendix F, interview transcription-teacher 05)*

4.2.4 Teachers' Responses on the Factors that Influence Teaching Reading Skills

Teachers were interviewed to respond on the factors that influence teaching reading skills negatively. The purpose of this question was to gather data on further variables that might be considered in succeeding studies and thereby recommend for interested individuals who would like to study in the area.

Teachers have pointed out different factors that negatively affected their lessons in the reading classrooms. Some of the reasons are already mentioned in preceding sections, for instance, in text selection area when they were asked for reasons why they did not use authentic texts in their reading lessons. However, teachers added on factors that influenced their reading lessons negatively in the college level. The following quotations are excerpts from transcription section *(See Appendix F)* on the specific issue which is under discussion:

> Ah...there are different influential situations here. Ah...the way how we make students exploit the information may influence the way we teach reading. One is this. Second, the exercises themselves...the exercises themselves may have their own influence. This is simply to say that if the students are picking direct words from the text and then insert in the...uh...given blank spaces or if the students say 'true/false', these questions can be answered without reading the text. Therefore, the reading text must be followed by purposeful and meaningful activities in order to make them influential.
>
> (Teacher 02, 25-03-2011)

For teacher 02, the way teachers make students exploit information is one of the factors that influence teaching reading. In addition, he complains about the exercises themselves that are presented to support students' comprehension of a reading text because he thinks that they lack different considerations like the purpose and meaning to that specific reading class.

There are other factors mentioned by teacher 03. These factors include: teacher's reading lesson plan, number of students in a class, and students' comprehension level or background:

> There are many factors that influence...even the lesson plan you carried to your class when is the shortage of books. The second is...hmmm tidiness of the class, hmmm...the number of the students and so on. They influence in fact, they may not stop you from teaching but they influence to certain extent; to a large extent not to certain extent. To a large extent your reading lesson will be affected. Students' comprehension level itself, this is their background. Um...as I said earlier...the...the number of students in the class and the number of books available or texts available in the class with no doubt influence your lesson quite a lot.
>
> (Teacher 03, 30-03-2011)

The factors already introduced before the quotation were difficulties for a reading lesson as asserted by teacher 02. The lesson plans that teachers use *(if at all they have one)* for a reading lesson is one of the factors that affect the lesson negatively. In the colleges, it is not usual for teachers to carry lesson plans, especially where the study conducted *(from personal experience of the researcher)*. According to the teacher, having prepared a well thought and organized lesson plan for certain reading lesson solves the problem that arises in the reading lessons.

Teacher 02 adds that the proportion of textbooks and students' number in a class affects the reading lesson negatively in the case of unequal proportion. Additionally, students' comprehension level or background was one of the factors criticized bitterly by the teacher. Hence, one can imagine that this teacher doesn't have good picture regarding students who are admitted to the college regarding their background due to low performance. The issue of students' background is shared by teacher 04:

> One is students' background. Ah...I feel that you know in my reading lesson even recently, I thought that students read something and they fail to understand. I attributed these things actually h...these many variables...one is their background. The other one is they are less motivated in English reading lessons. They are less motivated. And the other factor even which I get by asking them in actual classrooms that ah...there...there is difficulty in getting new words, word challenge...word challenge. Even though the reading text is in line with their experiences, if they get new words, they will frustrate. They read one sentence when they come to the next sentence...if they get new word they stop, they lose hope. So there is a lot of frustration. May be what makes this frustration...may be directly related to their background. So, background is one the other one is word challenge and the third one is their motivation, particularly in relation to well, language learning in general and reading lesson in particular. So, these are few of the factors actually there are many factors. (Teacher 04, 31-03-2011)

Teacher 04 in his part evaluates students in various ways. The first one is as already introduced above, is their background. The second one is that students are less motivated in English reading lessons. The third factor is word challenge which is already proved by the teacher giving familiar texts *(texts in line with their experiences)* and they get easily frustrated and stop reading at the moment they find a new word.

In general, teachers pointed out different factors which influence teaching reading lessons. These include: (1) The way teachers' make students exploit the information of a text, (2) Teachers' lesson plans used for a reading lesson, (3) Students' background. Students' background as teachers' ideas is not well built to pursue the college studies. (4) The number of students per class and its proportion to available books, (5) Students' motivation. They are not motivated in the reading lessons. Hence, they lose hopes easily and get frustrated in the middle of their reading.

4.2.5 Teachers' Recommendations on Teaching Reading Skills in the College

Teachers' were asked to recommend on how reading lessons could be taught for better achievements in the college. As a result, their recommendations focused on students' background, ways of handling, and other issue *(See the last question in Appendix F)*.

From their recommendations, one of the teachers indicated that the least qualified students were being enrolled to be a future teacher which is the paradox of the quality of education and entire background problem. For him, the current system favors other fields of studies rather than teacher education. Thus, the way teachers are admitted to the college should be changed *(Appendix F, teacher 02)*.

Teacher 03 says, "...students should be encouraged". According to him, careful handling of students with piece of advice, motivating and providing them with interesting texts they can develop the taste towards reading. *(Please see Appendix F for the rest of recommendations)*

4.3 Data from Observation

Classroom observation was one of the instruments that helped the collection of data for this study. Hence, the researcher used class observation checklist that has 18 items in it. The checklist was a Likert scaled that was marked by the researcher to collect the data on classroom practices. The scales indicated in the tables 6 to 9 were put into shorter form so as to accommodate them in the tables. Hence, "Y" for "Yes-5 points", "TE" for "To some extent-4 points", "CD" for "Could have been done-3 points", "IAIL" for "Its absence impaired the lesson - 2 points", and "NA" for "Not available-1point" were given, respectively.

Text usage category in Table 6 contains items 1-4 which were instruments for the researcher to gather data on the practical situation. In this table, teachers were observed whether they use carefully selected texts in the reading lessons or not.

Table 6: Text usage

No	Item	Responses					Total
		Y	TE	CD	IAIL	NA	
1	Has carefully selected text materials that support the lesson objectives.	-	-	-	-	5	5
2	Has selected text materials at a variety of instructional levels so students have the opportunity to read for understanding.	-	-	-	-	5	5
3	Provides carefully selected non-textbook materials for students to read to gain content knowledge.	-	-	-	-	5	5
4	Has structured the lesson so the student assignment is focused and allowed the student to apply reading strategies within an accessible amount of text.	-	1	3	-	1	5

The statements from items 1-3 focused on careful selection of materials which support the lesson objectives, selection of materials at a variety of instructional levels, and provision of non-textbook materials for students. Accordingly, 5 teachers did not use carefully selected text materials for the reading lessons they taught. In addition, 5 teachers didn't select text materials considering varieties of understanding levels students had. Moreover, 5 observed teachers failed to provide carefully selected non-text materials for students during a reading lesson.

Statement 4 is about whether the teacher has structured the lesson so the student assignment is focused and allowed them apply reading strategies within an accessible amount for the text read. Hence, 3 teachers as marked fall under

could have been done and 1 teacher for each to some extent and not available was given.

From the result of Table 6, it is possible to see that teachers did not use carefully selected reading materials for the reading lesson they provided. In addition, there was no supplementary material that could help students understand the text in a better way. Generally, teachers' result of observation regarding text usage needs improvement.

Items 1-4 of table 7 were the data gathered by the researcher on how well or bad teachers performed in practical implementation of pre-reading phase based on the scale.

Table 7: Pre-reading

No	Item	Responses					Total
		Y	TE	CD	IAIL	NA	
1	Provides students with multiple ways to elicit their own prior knowledge before reading (e.g., discussion, predictions, anticipation guide).	1	2	-	2	-	5
2	Provides students with strategies meant to help them feel comfortable with the features of reading materials.	2	-	1	2	-	5
3	Provides students with specific goals for their reading (e.g.., gives students a reason to read).	1	1	1	1	1	5
4	Helps students understand the rhetorical context in which text has been written (e.g., purpose, intended audience, argument).	1	1	-	1	2	5

According to table 7, 2 teachers at either side of 'Its absence impaired the lesson' and 'to some extent' were observed to attain these points. As long as provision of multiple ways to elicit students' own prior knowledge before reading concerned, 1 teacher was given 5 points which says 'yes'. Helping students feel

comfortable with the features that teachers were expected to use in teaching reading. Thus, 2 teachers were given 5 points and the same number of teachers was given 2 points because the absence of the technique in the eyes of the observer impaired the entire lesson of reading. There was a teacher who tried to use the technique mentioned though the extent was minimal as observed. As a result, this teacher was given 3 points which says, 'could have been done'.

Statement 3 of table 7 talks about clarification of the specific objectives for the reading lesson. This focuses on provision of specific reason to students for their reading. In all the measurement scales, there was 1 teacher for each. Hence, 1 teacher was given 5 points since he thoroughly explained the objectives and communicated to his students before starting the reading lesson. There was also 1 teacher who did explain to some extent and was given 4 points. 'Could have been done' was given to 1 teacher based on the observation made in the class while 'Its absence impaired the lesson' and 'N/A' were given to 1 teacher each, respectively.

The pre-reading section is a place where teachers lay ground to the entire reading lesson. It is also a place where students are motivated, aroused and given chances to bring forth their prior understandings of the topic to be read. However, the result indicated in table 7 is still below the expected average that teachers should perform in their reading lessons.

Items 1-5 in table 8 illustrate the responses given by the researcher on while-reading (hereafter, *reading*) based on classroom observations.

Table 8: Reading

No	Item	Responses					Total
		Y	TE	CD	IAIL	NA	
1	Explicitly models comprehension strategies and expects students to practice those strategies.	-	-	-	-	5	5
2	Gives students a structured format for note taking and/or reflection (e.g. journals, margin annotations).	-	-	1	-	4	5
3	Provides students with time to practice specific comprehension strategies.	3	1	1	-	-	5
4	Appropriately uses differentiated instructional techniques to meet the various learning need of diverse students (e.g., provides personal assistance to struggling readers, utilizes technology, alerts lesson plans depending on student needs).	-	-	2	2	1	5
5	Uses various techniques to scaffold instruction of reading strategies (i.e., models strategies, provides students with opportunities to practice strategies with guidance and peers, and then expects students to use strategies independently).	-	1	1	2	1	5

Some of comprehension strategies could have been modeled during the reading lessons. On the contrary, none of the observed teachers modeled comprehension strategies that students need to practice in their reading lessons. Therefore, all teachers were given the least result of the observation checklist and it is 1 point.

Almost all teachers who were observed while they were teaching reading lesson did not give students with a structured format for note taking and/or reflection. For this reason, 4 teachers were given 'N/A' due to the absence of the criteria in number 2. Moreover, 1 teacher was given 'could have been done' because he has tried and at least in a better condition as compared to other teachers who did not show any sign of the required grain in their reading lessons.

Checklist number 3 was about the adequacy of time provided to students for a reading text during the reading process. Hence, 3 teachers were given 'yes' because they have given ample time for students to practice the reading. The remaining two teachers were given 'to some extent' and 'could have been done'.

Criteria 4 of table 8 is about the use of differentiated instructional techniques to meet the various learning needs of diverse students, i.e. provision of personal assistance to struggling readers, modification of lesson plans depending on the student needs. As shown in the table 2 teachers in both 'Its absence impaired the lesson' and 'could have been' were given, respectively. In addition, 1 teacher was given 'N/A'.

The last statement of the checklist in table 8 is about whether teachers use various techniques to support instruction of reading strategies including modeling strategies and helping students to use the strategies independently. The result given shows that 2 teachers were in 'Its absence impaired the lesson' and the rest 3 teachers have been given 1 each because they fall in the 'N/A', 'could have been done', and 'to some extent', respectively.

General assessment of table 8 elaborates that the reading phase of teaching reading lessons that were observed is also below the average for all the statements, except for providing ample time in the reading lesson which is statement 3 of table 8.

From the observations made teachers did perform below the average in the reading phase which is also very essential section of teaching reading skills.

The post-reading category of the checklist contained items1-5 that were designed to gather data by the researcher on points like assessing students'

reading comprehension, giving students specific feedback, encouraging students to summarize and so on. The data gathered on these points are presented in table 9 below.

Table 9: Post-reading

No	Item	Responses					Total
		Y	TE	CD	IAIL	NA	
1	Regularly assesses (informally and formally) students' comprehension of texts.	-	-	2	3	-	5
2	Provides students with forums or activities to apply new information gained from reading to specific content-area problems.	-	5	-	-	-	5
3	Gives students specific feedback on the use of various reading strategies.	-	-	2	2	1	5
4	Encourages students to summarize, question, or analyze reading material quickly after the reading is completed.	-	-	2	2	-	5
5	Encourages discussion of texts after students read (either in whole-group or small-group settings).	2	2	1	-	-	5

The third phase in teaching reading lesson was observed in light of statements in table 9. All teachers who were observed could not fulfill the first two pre-set criteria in post-reading phase. Hence, 3 teachers were given and 'Its absence impaired the lesson' level while the remaining 2 teachers were given a 'could have been done' level. From this it is possible to say that regular assessment of comprehension was not used by all teachers.

Similarly, 5 teachers used activities to provide students with the application of knowledge gained to specific content area problems to some extent. Therefore, those who were given 'to some extent' level have gained 4 points each.

Based on the third statement of the post-reading section, 2 teachers in either side have been given 'Its absence impaired the lesson' and 'could have been

done', respectively. The remaining 1 teacher was given 'N/A' level as per observation made. The statement which is already shown in analysis above, talks about the feedback used by teachers in various reading strategies.

The other checklist that was marked by the researcher needs the situation in which teachers encourage students to summarize, question, or analyze the reading material quickly after the reading is completed. Consequently, 2 teachers at either side were given 'to some extent' and 'Its absence impaired the lesson', respectively.

Finally, the observation checklist concluded with a statement that talks about whether a teacher encourages discussion of texts in whole-group or small group after students read the text. Thus, 2 teachers were in the 'yes' level because they were encouraging discussions immediately after the reading. In addition, 2 teachers were rated as 'to some extent' and 1 teacher was given 'could have been done'.

The post-reading section of observation checklist also indicated that all teachers were below the average. Therefore, this shows that what teachers know practically was not applied in the classroom teaching, especially in teaching reading skills.

4.4 Correlation Results

4.4.1 Correlations of Variables of Personal Information

The outputs shown below from table 10 through table 15 were computed using one way ANOVA in SPSS to check how these independent variables contributed to teachers' cognition and classroom practices. Accordingly, the variables that were computed in all the tables given below, fall above the significance level *0.05* (i.e., they didn't have $p < .05$), except for a single point in table 12. Therefore,

it is possible to say that the variables given in all tables have no significant effect on teachers' cognition and classroom practices.

Table 10: Independent variable – Qualification

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Text selection and general understanding	Between Groups	2.817	1	2.817	.517	.493
	Within Groups	43.583	8	5.448		
	Total	46.400	9			
Inventory of teachers' knowledge	Between Groups	.017	1	.017	.013	.911
	Within Groups	10.083	8	1.260		
	Total	10.100	9			
Inventory of teaching techniques	Between Groups	2.400	1	2.400	.431	.530
	Within Groups	44.500	8	5.563		
	Total	46.900	9			
Inventory of skills	Between Groups	16.017	1	16.017	2.081	.187
	Within Groups	61.583	8	7.698		
	Total	77.600	9			

Table 11: Independent variable - Experience

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Text selection and general understanding	Between Groups	2.233	2	1.117	.177	.841
	Within Groups	44.167	7	6.310		
	Total	46.400	9			
Inventory of teachers' knowledge	Between Groups	1.933	2	.967	.829	.475
	Within Groups	8.167	7	1.167		
	Total	10.100	9			
Inventory of teaching techniques	Between Groups	5.400	2	2.700	.455	.652
	Within Groups	41.500	7	5.929		
	Total	46.900	9			
Inventory of skills	Between Groups	38.267	2	19.133	3.405	.093
	Within Groups	39.333	7	5.619		
	Total	77.600	9			

Table 12: Independent variable - Teaching load

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Text selection and general understanding	Between Groups	18.971	2	9.486	2.421	.159
	Within Groups	27.429	7	3.918		
	Total	46.400	9			
Inventory of teachers' knowledge	Between Groups	4.743	2	2.371	3.099	.109
	Within Groups	5.357	7	.765		
	Total	10.100	9			
Inventory of teaching techniques	Between Groups	28.043	2	14.021	5.205	.041
	Within Groups	18.857	7	2.694		
	Total	46.900	9			
Inventory of skills	Between Groups	5.671	2	2.836	.276	.767
	Within Groups	71.929	7	10.276		
	Total	77.600	9			

Table 13: Independent variable - Qualification

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Text usage	Between Groups	.133	1	.133	.086	.789
	Within Groups	4.667	3	1.556		
	Total	4.800	4			
Pre-reading	Between Groups	1.200	1	1.200	.032	.870
	Within Groups	114.000	3	38.000		
	Total	115.200	4			
Reading	Between Groups	.033	1	.033	.019	.898
	Within Groups	5.167	3	1.722		
	Total	5.200	4			
Post reading	Between Groups	.300	1	.300	.360	.591
	Within Groups	2.500	3	.833		
	Total	2.800	4			

Table14: Independent variable - Experience

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Text usage	Between Groups	2.300	2	1.150	.920	.521
	Within Groups	2.500	2	1.250		
	Total	4.800	4			
Pre-reading	Between Groups	11.200	2	5.600	.108	.903
	Within Groups	104.000	2	52.000		
	Total	115.200	4			
Reading	Between Groups	1.200	2	.600	.300	.769
	Within Groups	4.000	2	2.000		
	Total	5.200	4			
Post reading	Between Groups	1.800	2	.900	1.800	.357
	Within Groups	1.000	2	.500		
	Total	2.800	4			

Table 15: Independent variable – Teaching load

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Text usage	Between Groups	4.800	2	2.400	.	.
	Within Groups	.000	2	.000		
	Total	4.800	4			
Pre-reading	Between Groups	80.533	2	40.267	2.323	.301
	Within Groups	34.667	2	17.333		
	Total	115.200	4			
Reading	Between Groups	4.533	2	2.267	6.800	.128
	Within Groups	.667	2	.333		
	Total	5.200	4			
Post reading	Between Groups	2.133	2	1.067	3.200	.238
	Within Groups	.667	2	.333		
	Total	2.800	4			

4.4.2 Correlation between Observations

Table 16: Correlation between Observation 1 and 2

		Observation 1 result	Observation 2 result
Observation 1	Pearson	1	.926(*)
	Sig. (2-tailed)		.024
	N	5	5
Observation 2	Pearson	.926(*)	1
	Sig. (2-tailed)	.024	
	N	5	5

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

As shown above in the output, the result of observation 1 and observation 2 was computed to check how significant they are. Thus, observation result 1 *(r=+.926, n=5, p<.01, two tails)* and observation result 2 *(r=+1, n=5, p<.024, two tails)* are significantly related.

4.4.3 Correlation between Teachers' Cognition and Classroom Practices

Table 17: Correlation between Teachers' Cognition and Observation 1 Result – (From Raw Data)

		Teachers' cognitio	Observatio n 1 result
Teachers' cognition	Pearson	1	.893(*)
	Sig. (2-tailed)		.041
	N	10	5
Observation 1 result	Pearson	.893(*)	1
	Sig. (2-tailed)	.041	
	N	5	5

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

The teachers' cognition data which were obtained through the questionnaire served for the calculation. The teachers' cognition section was believed to give information on teachers' knowledge and beliefs they have on teaching reading skills. The counterpart of the calculation was assumed to be obtained through classroom observation checklist. This part will automatically be attributed to 'classroom practices' section which is one of the variables in computing.

Table 17 depicts the output computed using Pearson Correlation for correlation between teachers' cognition and classroom practices. Hence, a correlation for the data revealed that Teachers' Cognition and Observation 1 were significantly related, *r=+.893, n=5, p<.041, two tails.* Therefore, according to the raw data computed, teachers' cognition and classroom practices are significantly related. However, this result was cross-checked against the hypothetical standards of the researcher as explained in chapter three. The next table contains some of the points that were checked against the hypothetical standards for teaching reading skills.

Table 18: Correlation matrix for text usage, text selection and general understanding, pre-reading, inventory of teaching techniques, and post-reading – (Against Hypothetical Standard)

	Text selection and general understanding	Inventory of teaching techniques	Inventory of skills	Pre-reading
Text usage	-.153	-.295	-.034	+.697
Pre-reading	+.271	-.266	+.893	+.948(*)
Reading	+.049	-.344	-.044	+.948(*)
Post-reading	-.200	-.386	-.421	+.802

n=5

**p<.05, two tailed*

***p<.01, two tailed*

A correlation for the data revealed that pre-reading and reading sections of the hypothetical standard could be significantly related, *r=+.948, n=5, p<.014,* two tails. However, all the other criteria showed significant differences in correlations. These are not the only points which were computed for correlation *(See Appendix G)* but they are just the samples that were randomly taken for evidence to show the differences between correlations calculated based on the raw data results and that of the hypothetical standards on teachers' cognition and classroom practices.

4.5 Discussions

The instruments that made this research possible for analysis were questionnaire, observation, and interview. The questionnaire which consisted two parts and 21 items in its second section was subdivided into five categories. These are namely, text selection and general understanding inventory, inventory of teachers' knowledge and beliefs regarding the phases of teaching, inventory of teaching techniques of reading, and inventory of skills teaching. It was believed to tap teachers' beliefs and knowledge on teaching reading skills using the items in each category. Moreover, the rest of the tools that were used supported the collection of data to large extent. This section will base its discussions with the categories already mentioned and reviews the main points of 4.1.

4.5.1 Text Selection and General Understanding Inventory

In this section, the result obtained showed that teachers have a reasonable cognition for the points mentioned in both the questionnaire and interview section.

In text selection, there are considerations which should be taken into account. One of these as indicated by McDonough and Shaw (1993) is authenticity of materials. According to them, texts that are used to a reading lesson should be authentic so as to arouse the interest of the learners which is also another consideration in text selection. Thus, in line with literatures, the responses obtained revealed that almost all teachers agreed on the use of authentic sources for reading lessons both in questionnaire and interviews.

Text selection and general understanding section was mostly positive as far as the results of interview and questionnaire are concerned. Nonetheless, text selection part seems to be neglected because of the material teachers use for teaching communicative skills part two course. The material or the module they use contained ready-made texts for use in teaching reading lessons. Therefore,

they complain that teaching those reading texts hindered them not to use other authentic materials. But still some teachers claim that they were replacing and using authentic texts in the case of outdated sources are exhibited in the module.

In general, all teachers who were observed twice while they were teaching reading lessons were using the modules which were prepared locally in collaboration with other teacher education colleges of the region. Apart from mere agreements in questionnaire and interviews, none of the teachers used authentic materials in the reading lessons but rather carried the contrived texts with them to reading classes.

4.5.2 Inventory of Teachers' Knowledge and Beliefs Regarding the Phases of Teaching

There are three phases in teaching reading: pre-reading, while reading and post reading (Williams, 1984; Nuttall, 1986; Thompson, 2001). Therefore, the reading lesson is assumed to incorporate these three phases in the process of teaching.

According to Brown (2001: 299), schema theory and background knowledge was given attention in the reading comprehension so as to make meaning construction manageable. The use of schema theory, as asserted by Brown supports readers to decide what to hold on to, and having that decision made, and infer a writer's message. He also argues that schema theory is a hallmark in which meaning in the minds of readers is constructed and texts in their own would not bring meanings to readers' minds.

In light of the theoretical background explained above, all teachers agreed in the concept of phases of teaching reading and that of background knowledge. Therefore, no problem of cognition was seen regarding this point.

However, the problem lies on the practice section. During class observation, sometimes it was possible to see the phases used in each of the observed classes but how structured and how properly they were exploited was questionable. For example, there are phases of teaching reading skills in the modules that were in the hands of both teachers and students. What most of the observed teachers did was that they followed all the procedures in the module to teach their students a reading lesson. The only thing that they did was time monitoring and facilitating student discussions if at all there are any. Actually, there were teachers who fulfilled most of the criteria in class observation checklist in a required level.

4.5.3 Inventory of Teaching Techniques of Reading

Almost all teachers believe that different techniques should be employed by teachers to provide successful reading lessons to students. One of the techniques in teaching reading skill is prediction. So, all teachers agreed in the use of this reading skill.

In general, teachers' cognition was in line with that of the facts in literature regarding techniques of teaching reading skills. However, there were fluctuations in the results obtained. This is may be due to hurried responses given to written questions but when similar questions were posed during face-to-face interview; their responses seem perfect and even with convincing reasons. For example, one of the teachers strongly agreed on the last question of the inventory of teaching techniques of reading. The question says, "Teachers should read aloud in the reading lesson so as to familiarize pronunciation of unfamiliar words of the text". The researcher's intention was to check how teachers promote silent reading in their reading lessons. Therefore, this is one of the findings that can be taken into consideration regarding the level of teachers in the college.

4.5.4 Inventory of Skills Teaching

According to Brown (2001), the following ten strategies of reading which can be practically applied to classroom techniques have been mentioned and clearly explained:

1. Identify the purpose in reading.
2. Use graphemic rules and patterns to aid in bottom-up and decoding (especially for beginning level learners).
3. Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advance).
4. Skim the text for main ideas
5. Scan the text for specific information.
6. Use semantic mapping or clustering.
7. Guess when you aren't certain.
8. Analyze vocabulary.
9. Distinguish between literal and implied meanings.
10. Capitalize on the discourse markers to process relationships.

Brown (pp. 306-310)

The list given above is very much comprehensive as compared to what has been asked in the questionnaire and interview. However, some of these lists have been included and teachers responded the questions based on their knowledge and beliefs. Hence, almost all teachers consider understanding the main idea of a reading text as one of the skills that can be acquired in the reading lessons. This shows that teachers were in line with the theoretical assumptions concerning knowledge and beliefs of reading lesson teachers.

Next to identifying the main idea of a reading text, teachers were asked to respond on indirectly stated skills such as scanning, word attack skill, references, and reading between the lines and beyond the lines. The result of questionnaire and interview as mentioned in various parts in the discussion was in line with literature on what teachers should do in the reading lessons. As opposed to this, the classroom observation result suffers to confirm the truth behind and hence below the standard.

4.5.5 Teachers' Responses on the Factors that Influence Teaching Reading Skills (Only from Interview Source)

Teachers pointed out different factors which influence teaching reading lessons. These include: (1) The way teachers' make students exploit the information of a text, (2) Teachers' lesson plans used for a reading lesson, (3) Students' background. Students' background as teachers' ideas is not well built to pursue the college studies. (4) The number of students per class and its proportion to available books, (5) Students' motivation. They are not motivated in the reading lessons. Hence, they lose hopes easily and get frustrated in the middle of their reading.

4.5.6 Teachers' Recommendations on Teaching Reading Skills in the College (Only from Interview Source)

Teachers' recommendations were from different angles. From one of bitterly criticized area in their interview, the quality of education and the reading lesson in particular is affected by the students' background. Therefore, the system in which students are taken into the college studies should be changed to accommodate other students who are able to tackle academic problems, specifically, problems that are exhibited in the reading lesson. Moreover, handling existing students carefully and providing all necessary assistances can make them better student.

4.5.7 Correlation Results

The data collected through questionnaire and observations were computed using SPSS and the following results were obtained.

4.5.7.1 Independent Variables

The researcher hypothesized whether the independent variables have something to do with teachers' cognition and classroom practices. Anticipated variables were educational qualification, work experience, and teaching load. All the variables mentioned above as computed had no effect on teachers' cognition and classroom practices.

4.5.7.2 Teachers' Cognition and Classroom Practices (Based on Raw Data)

The result of correlation between teachers' cognition and classroom practices was computed using Pearson Correlation. Accordingly, the raw data that was used in computing revealed that teachers' cognition and classroom practices are significantly related. Nevertheless, this result was not taken as a final conclusion and hence checked against the hypothetical standards.

4.5.7.3 Teachers' Cognition and Classroom Practices (Against Hypothetical Standard)

A result from hypothetical standard showed that a correlation between teachers' cognition and classroom practices which was significantly related when seen from raw data, revealed significant difference in here. Hence, there is difference in correlation between teachers' cognition and their classroom practices from the point of hypothetical standards.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the conclusions and recommendations reached based on the findings of the study are presented.

5.1 Conclusions

The main objective of this study, as posited in chapter one, was to explore the correlation between teachers' cognition and their classroom practices focusing on the case of reading skills, their beliefs about teaching reading skills and actual classroom practices. In an endeavor to arrive at this general objective, the study attempted to:

- Investigate the gaps (if any) between teachers' cognition and their classroom practices in teaching reading,
- See to what extent the teachers' beliefs systems influence their classroom behaviors,
- Examine if there is difference between experienced and novice teachers in terms of their cognition and classroom practices,
- Check out if educational qualification contributes to effective handling of classroom behaviors,

In order to arrive at the above specific objectives three data collection instruments were designed and employed. These were questionnaire, interview and classroom observations. Then data collected through these instruments were analyzed and discussed. As a final point, the researcher deduced the following major conclusions from analysis and discussions:

- Different gaps have been identified between teachers' cognition and their classroom practices in teaching reading skills. The gaps that have been observed so far include:
  - Teachers did not use carefully selected reading materials for the reading lessons they offered. In addition, there was no supplementary material that could help students understand the text in a better way. The reason provided by the teachers was that they are forced to follow the modules prepared for use in the college and should stick to it because all exams of the course are geared to the module. Therefore, they couldn't bring authentic and carefully selected texts to their reading lessons.
  - A pre-reading phase was not successful for most of the teachers observed, especially in the points like providing students with multiple ways to elicit their knowledge before reading, supplying students with strategies meant to help them feel comfortable with the features of reading materials, and giving students a reason to read.
  - A reading phase was also not productive for specific points such as providing personal assistance to struggling readers, modeling reading strategies and expecting students to use them afterwards, and alerting the lesson plans depending upon students' needs.
  - Lack of regular assessment (informally and formally) about the comprehension of texts, failure to give students specific feedback on the use of various strategies, and helplessness to encourage students to summarize the reading material were also additional gaps that have been observed in post-reading phase. Thus, teachers' cognition and classroom practices had the gaps mentioned already.

- From the above gaps, teachers' belief systems do influence their classroom behaviors because most of the theoretical aspects they know and believe how reading should be taught were not implemented in their actual classroom situations.
- The teachers' work experience in teaching English starts from 6 years and extends over 20 years. Nevertheless, there was no difference between experienced and novice teachers regarding cognition and classroom practices in case of teaching reading skills.
- EFL teachers of Hawassa College of Teacher Education were BA and MA holders. Their qualification was checked for cognition and classroom practices in case of teaching reading skills. However, the findings confirmed that there was no difference between teachers of the two qualification categories both with respect to cognition and classroom practices.
- Teachers complained about their students' background as a challenge for teaching reading skills. They complained the system of admitting students for pre-service training that they assumed to be the main reason for presence of lower performing students.

5.2 Recommendations

Based on the above conclusions, the following recommendations are made:

- The college should provide all necessary resources such as newspapers, magazines, journals etc. and give teachers freedom to use any reading texts for a reading lesson as long as the grammatical and other language items are kept constant for the uniformity of reading lessons. They should also be encouraged to develop authentic texts from variety of sources apart from the aforementioned ones.
- Teachers should provide students with multiple ways to elicit their knowledge before reading certain text. In addition, teachers should supply students with the strategies meant to help them feel comfortable with the features of reading materials. Moreover, teachers should provide students a reason to read.
- Teachers should provide personal assistance to struggling readers and they should model some of the strategies of reading before expecting students to work on them during the reading phase. Moreover, they should alert the students about their lesson plans in the same phase when the need arises.
- Teachers should work hard on the post-reading phase of teaching reading lessons in giving due attention to regular assessment (formally and informally) about the comprehension of texts, giving feedback on various strategies used by students, and promoting summarization skills.
- Additional investigation needs to be done on the area. Hence, the college should facilitate further research works on why teachers perform less than they believe and know regarding teaching reading skills in EFL classrooms.
- Teachers' work experience should have brought difference to the teaching of reading lessons since repetition brings perfection in certain area. This could have been reflected in the experienced teachers.

However, the findings showed that there is no difference between experienced and novice teachers. Therefore, it invokes that additional investigation should be made in this field of study.

- Teachers, especially those who are higher in qualification should check their standard so as to excel in performance regarding teaching reading skills. Here, the college should also establish a system to help teachers use their utmost effort in teaching reading skills. Finally, the department should develop a sort of partnership approach to guide teachers in observing each others' classrooms for a better result.
- EFL teachers of Hawassa College of Teacher Education recommended changing the system in which students are admitted to the college so as to minimize existing problem that teachers complain regarding students' background. However, further investigation needs to be made for systematic analysis of the problem before arriving at the solution.

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APPENDICES

APPENDIX A: TEACHERS' QUESTIONNAIRE

ADDIS ABABA UNIVERSITY
GRADUATE PROGRAM
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

Dear Teacher,

This questionnaire is designed for a study. Its main purpose is to gather information on ***Correlation between Teachers' Cognition and their Classroom Practices in case of Teaching Reading Skills***. It has nothing to do with any sort of evaluation. Therefore, you are kindly requested to fill in the questionnaire honestly and frankly.

Thank you in advance for your Cooperation!

The Researcher

PART 1: ***Personal Information***

Direction 1: Please give information about ***yourself*** for each of the categories below. Put a tick (✓) mark in the appropriate box where necessary.

1. Age a) 20-29 ❑ b) 30-39 ❑ c) 40-49 ❑ d) 50 and above ❑
2. Sex: a) Male ❑ b) Female ❑
3. Qualification: a) BA ❑ b) MA ❑ C) other (specify) _____
4. Total years of teaching experience:
   a) five and less than five years ❑ b) 6-10 years ❑
   c) 11-20 years ❑ d) more than 20 years ❑
5. Your teaching load in periods per week
   a) 10 and less than 10 ❑ b) 11-20 ❑
   c) 21-30 ❑ d) above 30 ❑

PART 2: ***Beliefs about teaching and learning reading skills***

Please take a few minutes to reflect on your views about teaching and learning reading skills. Think about the extent to which you agree or disagree with the statements below and circle the relevant boxes.		Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1	Reading is as important as other language skills for college students.	5	4	3	2	1
2	The best way to begin a reading lesson is posing some questions about the reading text.	5	4	3	2	1
3	Students' comprehension of a reading text can be supported by activities such as knowledge checking questions, chart completion, and opinion questions about the topic.	5	4	3	2	1
4	Different techniques must be used in the activities that are given to students in the reading lesson.	5	4	3	2	1
5	Student must be encouraged to predict what happens next in the story of a reading text.	5	4	3	2	1
6	Reading texts that are used for the purpose of reading lesson should be about things that students know well.	5	4	3	2	1
7	Comprehending a reading text doesn't employ any different skill from other skills of language learning.	5	4	3	2	1
8	All vocabularies of the reading text must be taught before students start reading.	5	4	3	2	1
9	Reading texts should be selected from authentic sources such as newspapers, magazines, journals, etc.	5	4	3	2	1
10	Learners' interests should be taken into account in reading text selection.	5	4	3	2	1
11	A reading lesson is more effective when learners work out the exercises individually first.	5	4	3	2	1
12	Reading lesson could be successful when learners learn each other in pairs and small groups.	5	4	3	2	1
13	Understanding the main idea of a text is one of the skills students acquire in the reading lesson.	5	4	3	2	1
14	Teachers' contribution in solving the problems that students have in reading skills is significant.	5	4	3	2	1
15	Students' ability of getting specific details from a text can be practiced in a reading lesson.	5	4	3	2	1
16	Students' reading skills can be improved making use of varieties of techniques.	5	4	3	2	1

		Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
17	Word attack skill is an essential means to learn the meanings of unfamiliar words of a text and must be applied by teachers in reading lesson.	5	4	3	2	1
18	One of the skills that students' are enabled in the reading lesson is identification of the reference of expressions, phrases, and words in a text.	5	4	3	2	1
19	Transferring information from one form to another is a means to understand the text.	5	4	3	2	1
20	It is important for teachers to read aloud while teaching reading skills so as to familiarize pronunciation of new words.	5	4	3	2	1
21	Reading between the lines and beyond the lines are the skills that students acquire in formal reading	5	4	3	2	1

APPENDIX B: HYPOTHETICAL TEACHERS' COGNITION INVENTORY STANDARD

Please take a few minutes to reflect on your views about teaching and learning reading skills. Think about the extent to which you agree or disagree with the statements below and circle the relevant boxes.

		Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1	Reading is as important as other language skills for college students.	(5)	4	3	2	1
2	The best way to begin a reading lesson is posing some questions about the reading text.	(5)	4	3	2	1
3	Students' comprehension of a reading text can be supported by activities such as knowledge checking questions, chart completion, and opinion questions about the topic.	(5)	4	3	2	1
4	Different techniques must be used in the activities that are given to students in the reading lesson.	(5)	4	3	2	1
5	Student must be encouraged to predict what happens next in the story of a reading text.	(5)	4	3	2	1
6	Reading texts that are used for the purpose of reading lesson should be about things that students know well.	5	4	3	(2)	1
7	Comprehending a reading text doesn't employ any different skill from other skills of language learning.	(5)	4	3	2	1
8	All vocabularies of the reading text must be taught before students start reading.	5	4	3	2	(1)
9	Reading texts should be selected from authentic sources such as newspapers, magazines, journals, etc.	(5)	4	3	2	1
10	Learners' interests should be taken into account in reading text selection.	(5)	4	3	2	1
11	A reading lesson is more effective when learners work out the exercises individually first.	(5)	4	3	2	1
12	Reading lesson could be successful when learners learn each other in pairs and small groups.	(5)	4	3	2	1
13	Understanding the main idea of a text is one of the skills students acquire in the reading lesson.	(5)	4	3	2	1
14	Teachers' contribution in solving the problems that students have in reading skills is significant.	(5)	4	3	2	1
15	Students' ability of getting specific details from a text can be practiced in a reading lesson.	(5)	4	3	2	1
16	Students' reading skills can be improved making use of varieties of techniques.	(5)	4	3	2	1

		Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
17	Word attack skill is an essential means to learn the meanings of unfamiliar words of a text and must be applied by teachers in reading lesson.	(5)	4	3	2	1
18	One of the skills that students' are enabled in the reading lesson is identification of the reference of expressions, phrases, and words in a text.	(5)	4	3	2	1
19	Transferring information from one form to another is a means to understand the text.	(5)	4	3	2	1
20	It is important for teachers to read aloud while teaching reading skills so as to familiarize pronunciation of new words.	5	4	3	(2)	1
21	Reading between the lines and beyond the lines are the skills that students acquire in formal reading	(5)	4	3	2	1

APPENDIX C: OBSERVATION CHECKLIST

TEACHER OBSERVATION CHECKLIST*

Directions: For each statement, the observer will put a checkmark in the appropriate box – *yes; to some extent* (done, but not to fullest extent possible); *could have been done* (would have been appropriate), *its absence impaired the lesson* (the absence of this technique impaired the lesson), and *N/A* (not applicable, would have not been appropriate). It will be normal to have many *N/A* responses as not all lessons reasonably can accommodate all of the listed activities. Then answer the questions at the end of the survey.

The Teacher's Code	Yes (5 pts)	To some extent (4 pts)	Could Have been done (3 pts)	Its absence impaired the lesson (2 pts)	N/A (1pt)

TEXT USAGE

Has carefully selected text materials that support the lesson objectives.					
Has selected text materials at a variety of instructional levels so students have the opportunity to read for understanding.					
Provides carefully selected non-textbook materials for students to read to gain content knowledge.					
Has structured the lesson so the student assignment is focused and allowed the student to apply reading strategies within an accessible amount of text.					

PRE-READING

Provides students with multiple ways to elicit their own prior knowledge before reading (e.g., discussion, predictions, anticipation guide).					
Provides students with strategies meant to help them feel comfortable with the features of reading materials.					
Provides students with specific goals for their reading (e.g.., gives students a reason to read).					
Helps students understand the rhetorical context in which text has been written (e.g., purpose, intended audience, argument).					

The Teacher's Code	Yes (5 pts)	To some extent (4 pts)	Could Have been done (3 pts)	Its absence impaired the lesson (2 pts)	N/A (1pt)

READING

Explicitly models comprehension strategies and expects students to practice those strategies.					
Gives students a structured format for note taking and/or reflection (e.g. journals, margin annotations).					
Provides students with time to practice specific comprehension strategies.					
Appropriately uses differentiated instructional techniques to meet the various learning need of diverse students (e.g., provides personal assistance to struggling readers , utilizes technology, alerts lesson plans depending on student needs).					
Uses various techniques to scaffold instruction of reading strategies (i.e., models strategies, provides students with opportunities to practice strategies with guidance and peers, and then expects students to use strategies independently)					

POST-READING

Regularly assesses (informally and formally) students' comprehension of texts.					
Provides students with forums or activities to apply new information gained from reading to specific content-area problems.					
Gives students specific feedback on the use of various reading strategies.					
Encourages students to summarize, question, or analyze reading material quickly after the reading is completed.					
Encourages discussion of texts after students read (either in whole-group or small-group settings).					

*Adapted from Learning Point Associates (2005) – Teacher Observation Guide – Reading - 1.

APPENDIX D: HYPOTHETICAL OBSERVATION CHECKLIST STANDARD

TEACHER OBSERVATION CHECKLIST*

Directions: For each statement, the observer will put a checkmark in the appropriate box – *yes; to some extent* (done, but not to fullest extent possible); *could have been done* (would have been appropriate), *its absence impaired the lesson* (the absence of this technique impaired the lesson), and *N/A* (not applicable, would have not been appropriate). It will be normal to have many *N/A* responses as not all lessons reasonably can accommodate all of the listed activities. Then answer the questions at the end of the survey.

The Teacher's Code	Yes (5 pts)	To some extent (4 pts)	Could Have been done (3 pts)	Its absence impaired the lesson (2 pts)	N/A (1 pt)
TEXT USAGE					
Has carefully selected text materials that support the lesson objectives.	✓				
Has selected text materials at a variety of instructional levels so students have the opportunity to read for understanding.	✓				
Provides carefully selected non-textbook materials for students to read to gain content knowledge.	✓				
Has structured the lesson so the student assignment is focused and allowed the student to apply reading strategies within an accessible amount of text.	✓				
PRE-READING					
Provides students with multiple ways to elicit their own prior knowledge before reading (e.g., discussion, predictions, anticipation guide).	✓				
Provides students with strategies meant to help them feel comfortable with the features of reading materials.	✓				
Provides students with specific goals for their reading (e.g.., gives students a reason to read).	✓				
Helps students understand the rhetorical context in which text has been written (e.g., purpose, intended audience, argument).	✓				

The Teacher's Code	Yes (5 pts)	To some extent (4 pts)	Could Have been done (3 pts)	Its absence impaired the lesson (2 pts)	N/A (1pt)
READING					
Explicitly models comprehension strategies and expects students to practice those strategies.	✓				
Gives students a structured format for note taking and/or reflection (e.g. journals, margin annotations).	✓				
Provides students with time to practice specific comprehension strategies.	✓				
Appropriately uses differentiated instructional techniques to meet the various learning need of diverse students (e.g., provides personal assistance to struggling readers , utilizes technology, alerts lesson plans depending on student needs).	✓				
Uses various techniques to scaffold instruction of reading strategies (i.e., models strategies, provides students with opportunities to practice strategies with guidance and peers, and then expects students to use strategies independently)	✓				
POST-READING					
Regularly assesses (informally and formally) students' comprehension of texts.	✓				
Provides students with forums or activities to apply new information gained from reading to specific content-area problems.	✓				
Gives students specific feedback on the use of various reading strategies.	✓				
Encourages students to summarize, question, or analyze reading material quickly after the reading is completed.	✓				
Encourages discussion of texts after students read (either in whole-group or small-group settings).	✓				

*Adopted from Learning Point Associates (2005) – Teacher Observation Guide – Reading – 1.

APPENDIX E: TEACHERS' INTERVIEW

INTERVIEW QUESTIONS FOR TEACHERS

Intro

Purpose and outline

Confidentiality and openness

Part One: Agree or disagree on the following statements based on your beliefs.

1. Reading is as important as other language skills for college students.
2. The best way to begin a reading lesson is posing some questions about the reading text.
3. Reading texts that are used for the purpose of reading lesson should be about things that students know well.
4. All vocabularies of the reading text must be taught before students start reading
5. Reading texts should be selected from authentic sources such as newspapers, magazines, journals, etc.
6. One of the skills that students' are enabled in the reading lesson is identification of the reference of expressions, phrases, and words in a text
7. Transferring information from one form to another is a means to understand the text
8. Word attack skill is an essential means to learn the meanings of unfamiliar words of a text and must be applied by teachers in reading lesson
9. Students' reading skills can be improved through effective teaching making use of varieties of techniques.

Part Two: Beliefs and practices

10. What would you say influences the way you approach reading in your teaching?
11. Have you tried out anything different in reading class? How successful has this been?
12. Have you noticed anything about your students' learning of reading?
13. To what extent do you feel you have explored different ways of teaching reading? Can you explain?
14. What is your recommendation regarding teaching reading skills in the college?

Thank You!

APPENDIX F: INTERVIEW TRANSCRIPTION

Interview with Teacher 01

(Date: 24-03-2011 Time: 11:30 a.m.)

Intro

Purpose and outline

Confidentiality and openness

Researcher: ***Reading is as important as other language skills for college students.*** How do you see this? Do you agree or disagree on this statement?

Teacher 01: This is a very interesting question. Reading is as important as other language skills for college students. Yes, it is one of the skills and it is very important as the other skills why because students are going to learn more this time by reading. So, for example, just studying students are reading at home and in the library even in class. So, reading is a very important skill.

Researcher: So, you bring them into equal position, I mean regarding the skills. You know we have different skills, like you know...so from those skills you put it in the same level.

Teacher 01: Yeah, hmmm...all the four kinds are skills are equally important for the students but reading for example reading is very important why because just when we are dealing with the skill, students are studying with reading just they are using more the reading skill in this college. So, they are reading and understanding their exam even at the end of the semester the reading is very important.

Researcher: Interesting! Coming to the second question, ***the best way to begin a reading lesson is posing some questions about the reading text.*** What do you say about this?

Teacher 01: Yea, hmmm... the pre-reading. This is to mean the pre-reading questions. So, that is very important in order to raise the prior knowledge of the students, in order to bring their prior knowledge and relate it to the present reading material. That is very important to pose a question about the reading text.

Researcher: Ok, thank you. Question Number three: ***Reading texts that are used for the purpose of reading lesson should be about things that students know well.***

Teacher 01: Yea, just I've seen this question on the questionnaire but ah...it does not necessarily, the reading material does not necessarily known well by the students

because whether it is known or not...ah... I know that the reading material is good if it begins from the knowing or from the known to the unknown, from simple to complex but it does not mean necessarily from the students know well.

Researcher: Ok, thank you very much. Question number four: ***All vocabularies of the reading text must be taught before students start reading.***

Teacher 01: Yea, that is very interesting question. No...It is impossible in order to teach all the vocabularies at the beginning or at the starting of reading but some of the key words which are more important in the reading material may be taught. So some of the words, not all of the words...

Researcher: Ok, thank you very much. The fifth question: ***Reading texts should be selected from authentic sources such as newspapers, magazines, journals, etc.***

Teacher 01: Yea. Authentic is very interesting really. This means as opposed to the contrived one just this authentic materials are newspapers, magazines, journals are just related with the real life of the students. So, that encourages the students in order to exploit their potential if it is authentic rather than the contrived one.

Researcher: Ok, thank you. Hmmm..., how can I say about your reading lesson, then?

Teacher 01: Sorry?

Researcher: Regarding this statement. I mean regarding the authenticity. How can I say about your class?

Teacher 01: Ok in our class just we're in a position to adapt or to make it as far as concerned or as much as possible we're trying to make is authentic but here as you know very well we are teaching communicative English skills part II that is contrived with or controlled with the material we have to present with that material because all the tests and the semester exams are geared towards the material. So, we are in a position to teach the material whether it is authentic or contrived.

Researcher: Ok, thank you. So next...***one of the skills that students are enabled in the reading lesson is identification of the reference of expressions, phrases, and words in a text.*** Do you agree or disagree?

Teacher 01: Do you mean first just...I'm not clear about the question.

Researcher: ***one of the skills that students' are enabled in the reading lesson is identification of the reference of expressions, phrases, and words in a text.*** This is the

statement related to the skills that you impart to your students. So, do you agree on this statement?

Teacher 01: Hmmm...Yeah, one of the skills that students are enabled in the reading lesson is identification of the references of expressions, phrases and words also this is important and I agree.

Researcher: So, how far have you gone regarding this skill in your teaching?

Teacher 01: For example, just we're using anaphoric description in order to help the students to identify the expressions that are used using the pronouns for example. So we are teaching this also in the reading lessons.

Researcher: Ok, thank you. ***Transferring information from one form to another is a means to understand the text.***

Teacher 01: Yea, sometimes it is important to use transferring information. For example, just there is a reading material and there are so many charts in order to transfer from the reading material to the charts that are helpful.

Researcher: What is the importance? Can you just mention some of the importance? Can you mention at least one of its importance?

Teacher 01: The importance is you know just when they are reading the material...hmmm...when they are trying to transform something as information from the reading material to the chart, they are just summarizing the idea of the paragraph. For example, if it is an essay, they will understand different paragraphs, they are generalizing, and they will understand the general idea of the paragraph.

Researcher: Ok, thank you. ***Word attack skill is an essential means to learn the meanings of unfamiliar words of a text and must be applied by teachers in reading lesson.***

Teacher 01: Yea, that it is important and I know that but I'm not sure it is a must. There are so many kinds of skills that we are going to teach all students as they are going to understand words. But I'm not sure if it is a must because there are so many options.

Researcher: How do you see with regard to teaching vocabulary at the end of may be the reading lesson? If the reading lesson is given then you may let them work on some activities regarding vocabulary. So, what do you call that activity?

Teacher 01: Ok, there are so many different kinds of word learning vocabularies but word attack skill is an essential, yea I know that, it is an essential means of learning vocabularies but it is a must I'm not quite sure whether it is a must or not.

Researcher: So, do you mean that students after certain reading may or may not learn vocabulary?

Teacher 01: No...there are different mechanisms that students are going to learn the vocabulary lessons or for example, it is not a must that I'm not hmmm...I said I'm not sure that it is a must for example the purpose of reading is not only to teach vocabularies. And if it is to teach our students vocabulary, yea, for that purpose word attacking skills are very essential.

Researcher: So, do you mean/will there be any...any... reading skills without word attack skills? If there is no word in the text or if there's nothing to be read, can you say that it is a reading lesson?

Teacher 01: Any reading lesson for example in scanning just we are in a position to scan for specific information. There is no room for learning vocabularies; simply we are teaching our students to scan some information. For example, the year; simply they scan for the year if it is a scanning lesson. They're putting the years, dates, or names of persons, names of countries in the scanning and I don't think it is a must for them to learn word attack skills there.

Researcher: Ok, let's go to may be the last question of the first section:

Students' reading skills can be improved through effective teaching making use of varieties of techniques.

Teacher 01: Yea, there are different kinds of varieties of techniques as in reading skills they are going to improve their reading skill. For example, there is scanning, reading for gist so and so false.

Researcher: Ok, thank you. Let's go to the next section, section two. ***What would you say influences the way you approach reading in your teaching?*** Is there anything that you see? This is based on your beliefs and how the practice goes in the classroom. So, would you just say something about this?

Teacher 01: As I've told you before you know in selecting the reading material here we are teaching communicative part II. We are teaching with the text because this course is given for all first year second semester students. Umm...this just we are influenced to teach the material because here we have no options to develop or adapt because of as I've already told you because of the exam. We are using the contrived one rather

than the authentic materials. So, this influences the way we believe and the way we are doing is different here.

Researcher: Ok, thank you Ato (01). Let me ask you the second question of the second part.

Have you tried out anything different in reading class? How successful has this been?

Teacher 01: *(silence)*.....

Researcher: I mean anything different....anything different. If you have tried how successful has this been?

Teacher 01: I'm not clear about the question.

Researcher: Let me clarify, have you tried to do something different so as to help your students understand the text well...I mean your own personal experience that helped you to let your students exploit the reading text well.

Teacher 01: Do you mean exceptional things from...really I don't think?

Researcher: Ok. Don't worry. ***Have you noticed anything about your students' learning of reading?*** Do you thing they have learnt something out of your teaching of reading?

Teacher 01: Yea just when we are starting the course there is a difference in the middle of the course. When we are starting that differs just we are...hmmm...just we face so many difficulties in teaching reading because you know some of the students are not fit for the college. Or their background is poor. And just we tried different mechanisms we are trying to prepare different kinds of tutorial programs just we are leaping our students in order to cope up with other students or in order to make them comprehend the reading material.

Researcher: Ok, thank you. So, ***to what extent do you feel you have explored different ways of teaching reading? Can you explain?*** To what extent do you feel you have explored different ways of teaching reading so far? You might have taught for several years...and ...you might have come across different...

Teacher 01: Yea, just I tried to read different mechanisms and different literatures about teaching reading so hmmm...reading is the skill which is we are going to learn in reading. Reading is learnt by reading. So I browse different kinds of literatures and I'm trying to gear different kinds of mechanisms...uh...and different way of teaching reading.

Researcher: So, in your teaching have you explored different ways of teaching reading from the ones you have listed earlier?

Teacher 01: It is individual task. Reading is individual task and reading must be ...uh reading is learnt in reading. So, there are even different mechanisms, for example; for the reading class or for the reading lessons there must be a purpose. If there is a purpose, students are just interested and motivated to learn reading by reading.

Researcher: Interesting. So, the last question...the last question that thought is your recommendation. So far, we might have different difficulties and different challenges in teaching reading skills. So, ***what is your recommendation regarding teaching reading skills in the college?***

Teacher 01: Ok, in the college just what we are doing about reading is uh...as I've said it before just we are controlled here when we are teaching reading. You are controlled by the material. We are not free to teach different materials or to browse authentic materials why because everything is done in order to teach reading. So, students are in a position to learn reading we are trying in some instances or to bring the tutorial period. We are bringing authentic materials and we are doing with the text, too. Yea, everything is done according to the wash back effects of ....

Researcher: So your recommendation for effective teaching of reading will be....

Teacher 01: Effective teaching...uh...way of reading is yea reading must have a purpose. There must be a purpose to learn reading and it is advisable if we are in a position to have got or to prepare or develop authentic materials from magazine, from newspapers and the situation which is related with our students' real life is very...very important. We are doing on that circumstance.

Researcher: Okay, thank you very much Ato (01) and I'm very much grateful to you for devoting time and coming to this interview.

Interview with Teacher 02

(Date: 25-03-2011 Time: 2:40 p.m.)

Intro

Purpose and outline

Confidentiality and openness

Researcher: My first question is about your agreement. Do you agree or disagree? The first question says: ***reading is as important as other language skills for college students.***

Teacher 02: Ah...in my case, of course I agree with this situation. The key point is unless the students are able to read...ah...correctly or unless the students can read efficiently, they may face problems of understanding the references they read. When we come to this situation...ah...all the language skills are integrated. Therefore, we cannot separate them. As far as we are saying that speaking, listening is very important for college students, reading as part of skill is very crucial. ...Ah...as far as it is understanding or ah...it is a mental process of understanding information from what...we call printed symbols.

Researcher: Okay, thank you very much. I'd like to add some more questions on what you've just said. You said that reading is as important as other language skills. So, do you put it in the same level as other language skills or do you have some...ah...some may be difference in making it, I mean prioritizing the skills? Or do you put it in the same level? What is your opinion on this?

Teacher 02: Ah...in my opinion, if it is possible it is better to put it equivalent to other skills but in some situations it will be determined not to give it equal value.

Researcher: Equal value in a sense...do you want to diminish its value as compared to others or do you want to make it a bit higher than the others?

Teacher 02: Ah...in my case...ah...the problem with students is one in reading. The second one is speaking. Therefore, it should be given priority...priority because the students must be able to understand word meanings. In addition to understanding information - word meanings. As well as referential words and other implied meanings, must be understood by the students. To do so, we have to give it priority situation.

Researcher: Ok, thank you. Ok. Let's go to the second question: ***the best way to begin a reading lesson is posing some questions about the reading text***...posing some questions at the beginning of a reading lesson. So, do you agree on this idea? Or...

Teacher 02: It is not only with reading. Even when we go to speaking, we have to begin with the students' prior knowledge or prior experience or knowledge. Therefore, before we go to the reading text, we have to give them a pre-reading activity or some questions that can help them bring their own experience in advance to the text. So that later on they can combine the new experience and the past experience of their own.

Researcher: Ok, ok. What is the concept behind this prior knowledge? Why do you start with students' ah...may be background knowledge or prior understanding of the topic or the text to be read?

Teacher 02: Ah...we should begin from what the students know and then move to new information they gain. Or to the new information or to what they do not know. We have to move from known to unknown, from simple to complex. To do so, we have to ask the students some questions in advance of their reading chance. And this will help them...ah...to have some prediction about what they are going to read.

Researcher: Ok. Thank you. Hmmm, so...question number three: ***Reading texts that are used for the purpose of reading lesson should be about things that students know well.*** What do you say about this?

Teacher 02: Ah...of course not only reading but education itself has relation with the students' political, social and economical situations. But in my case, to some extent...if we go beyond what the students know in order to enhance their reading capacity, after making them practice different reading situations...after giving them background, might be helpful. But without giving them wider opportunity of reading of what they know, might be difficult.

Researcher: Ok. So you mean that the texts we use for the reading lessons should be texts that are may be familiar to students. Ok, that's your point.

Teacher 02: Yea. Ah...generally we should not go to texts that are not acquainted or that are not familiar to the students, because if we go directly to such situations, if we try to bring unfamiliar texts to students, the students will be offended. What we have to keep in mind is that...ah...the texts must reflect the students' age level, interest and needs. This is the situation the students can follow us. Otherwise, if it is very far from them...from the situations...from the students' age level, need and interest, the students will lose confidence on reading situations.

Researcher: Ok. Consider let's for example bring the text that talks about the NASA. Assume that your text talks about NASA...the topic says, NASA then you brought that text to your students...college students, I mean. So...ah...do you think that this is beyond the knowledge of your students and they can't tackle words and things like that in the text?

Teacher 02: It depends...I cannot decide it now because...when we see the students, the students are just below what we expected them. They do not have reading experiences while they were learning in their secondary schools. Therefore, I'm not sure to say that and I'm sorry. It might be difficult, it might be not difficult or it might be medium for them it might be easy for them. It depends upon their own experience.

Researcher: Ok. Thank you. So, I'd like to add some more questions on this one. Um...if you bring texts that are very much familiar to students, do you think that students will be very much interested in it? Assume that you are a student and you are may be given a text that you already know earlier from your schooling or from your family. Then, would it be very sound to you to read?

Teacher 02: Ah...if the students are too familiar to the material...before reading the material they have all the information. Therefore, there will be no need to read. Therefore, it is wastage of time and energy. The material...the reading material must contain, one implied information where students have to ask themselves what is means and try to identify and challenge it in finding the information...ah...this is one point. Besides, the material must contain some at least some new words so that the students can be challenged by the words themselves. Therefore, if the words, the texts are familiar...if the words are very familiar, then there will be no reading there.

Researcher: Ok...Ok. Thank you very much. Let's go to the next question...may be the third question. In this question, I'd like to ask you about the vocabulary. It says, ***all vocabularies of the reading text must be taught before students start reading.*** All vocabularies...

Teacher 02: If all the vocabularies are taught in advance of the students' reading, then there will be no reading. Already it is finished; the students will not be challenged by identifying the meaning of words. When we come to reading, it is not only the concept of the passage it is also identifying the meaning of words; exploiting different techniques or clues to identify or give meaning to the words. Therefore, if a teacher taught the

words in advance, then what is the responsibility of the students? The target is already finished.

Researcher: Ok. Ok. So...hmmm, you mean that all words should not be taught.

Teacher 02: partially the words can be taught.

Researcher: partially...what do you mean by partially?

Teacher 02: When I say partially, we can use pre-vocabulary teaching where we can use hmmm...a lesson just teaching unfamiliar words among the different types of words around five or six words which are ...key problems or that create problems for students' understanding. We can teach these words. The rest, they remain there any the students should challenge them.

Researcher: Ok. Thank you. So, you mean only key words should be taught.

Teacher 02: Only key words, yeah.

Researcher: Ok, interesting. So, ***reading texts should be selected from authentic sources such as newspapers, magazines, journals, etc.*** Agree or disagree?

Teacher 02: Ah...in my case I agree with the situation because...ah...what to teach in the classroom is just to make the students ready to use the language outside the classroom. Therefore, learning is in the class as well as outside the class. And the target of the teacher is to make the students to use the language outside the classroom. He is making them ready for using the language. Due to this the students after going they can find newspapers, magazines, journals. But if we encourage students to read from authentic sources...when we speak about authentic sources, we are talking about topics that can be used...ah...in our day-to-day activities. If this is a situation, the students can have some confidence after reading. Probably they may go outside and they may use the language they owned in the passage outside. And this indicates that students are doing something with the language. If this is the situation, then the students are with the confidence on using the language. Again...if this is the situation, the students will have high interest in reading materials from newspapers, magazines so that it can help them use it outside of the classroom.

Researcher: Ok, thank you very much. How do you evaluate your teaching of reading lessons, then? (According to this statement I mean...according to authenticity of the texts like using the newspapers, using the magazines, journals and things like that)

Teacher 02: Ah...some of the materials are just...they may fulfill this situation. Some of them, they may not fulfill. Therefore, in some cases just hmmm...I replace my own reading passages if I think that they are not helpless to the students. Therefore, the teachers must be familiar on adaptation. When we speak about adaptation, it can be adding, it can be omitting or deleting...it could be simplifying, modifying or it could be replacing. Therefore in order to...advantage, instead of teaching what is not valuable, instead of teaching a text which is very far from your objective, it is better to replace it by a convenient and suitable reading text.

Researcher: Ok. Thank you very much. Let's go to the sixth question, ***one of the skills that students are enabled in the reading lesson is identification of the reference of expressions, phrases, and words in a text.*** Do you agree?

Teacher 02: Of course this is one of the skills. Without understanding the referential words of expressions or phrases or words in a text, students will face problem of understanding the main idea of the text. Therefore, students must build confidence and experience on identifying referential words.

Researcher: So you agree on this statement.

Teacher 02: Yes.

Researcher: Ok. Thank you. Hmmm...so, ***transferring information from one form to another is a means to understand the text.*** Transferring from one form...from the text form to another one, may be it could be to the charts, to tables to...you know. So this is another means to help students understand the text. Do you agree or disagree?

Teacher 02: Already I agree. Uh...reading does not mean only taking information. Ah...as far as skills are to be taught integratedly, the students must use the information to do something after reading and transferring information is one of it. And this can be probably completing the chart...ah...drawing a picture, different situations can take place. They can do this only if they understand the concept of the text. And this can be one challenging for the students' reading capacity.

Researcher: Ok. Thank you very much. Hmmm...so coming to the next question, ***word attack skill is an essential means to learn the meanings of unfamiliar words of a text and must be applied by teachers in reading lesson.***

Teacher 02: Word attack...when we speak about word attack skill, what do you mean by itself? I need clarification for it.

Researcher: Ok. Word attack skill is one of the skills that you teach your students the meanings of word. Students...ah...take the meanings from the context and they may attribute the meanings to the words that they do not know...and they may try to give meanings to unknown or unfamiliar words based on may be their wise guess I can say...wise guess or based on the context they have and it's frequently used by good readers. So...

Teacher 02: Ah...just I understand the meaning but I simply asked you the question. But when we come to word attack skill, there are preconditions that we have to fit our students. We have to fit them the clues for guessing the meanings of words. Without guiding them, without feeding them the situation, it will be just...ah...very burden for the students. Due to this, after teaching the students the clues such as synonyms, antonyms, hyponyms, collocating words, how to use grammar...ah...the prefixes and suffixes and so on. We have given them guideline for that. Therefore, the students can apply it and they can experience it. As a result of this...ah...previously have said that the text must contain familiar and unfamiliar words. If this is the situation, then word attack is of course very necessary.

Researcher: Ok, ok. Very necessary! So you agree on the idea. Ok, thank you very much Ato (02). You have one...may be the last question from the first part. The first part of my interview and it says...ah...***students' reading skills can be improved through effective teaching making use of varieties of techniques.***

Teacher 02: Ah... of course varieties of techniques are necessary in order to make effective our students' reading. But even though if we try give them variety of techniques for reading...if the students cannot support and practice this technique outside the classroom, they will be helpless. Thus, the very important point is encouraging the students to practice what they do in the class outside the class. And if we try to follow this situation, if we try to five them homework to be done or if we ask the students to choose reading materials outside the class and come after reading and tell which type of technique they applied, of course it is very important.

Researcher: So, where do you put your...may be...

Teacher 02: Ah...in my case in the situation, I can say I agree on the situation but what I doubt is that supporting it with the exercises is the failure of teachers. If the teachers are devoted and just initiating the students to practice the situations, of course it is helpful.

Researcher: Ok. Thank you, Ato (02). So we have to start the second part of interview, actually we don't have too many questions as we did already. Only may be three to four questions and it's about beliefs and your practice. How do you believe reading could be taught? And here the first question says...um... ***what would you say influences the way you approach reading in your teaching?*** What influences? I think it's a sort of general question.

Teacher 02: Ah...there are different influential situations here. Ah...the way how we make students exploit the information may influence the way we teach reading. One is this. Second, the exercises themselves...the exercises themselves may have their own influence. This is simply to say that if the students are picking direct words from the text and then insert in the...uh...given blank spaces or if the students say 'true/false', these questions can be answered without reading the text. Therefore, the reading text must be followed by purposeful and meaningful activities in order to make them influential.

Researcher: Ok, ok. Thank you. Interesting! Um...so, ***have you tried out anything different in reading class? How successful has this been?***

Teacher 02: What do you mean when you say anything different?

Researcher: Meaning...um...there are different theoretical backgrounds how teaching should be proceeded and how you tried differently from those theoretical basis which might add something into theoretical aspect...and how successful has this been if you have tried out?

Teacher 02: Ah...just I have currently I'm just ignoring...uh...questions as pre or post...uh activities given to students. I'm replacing by my own situations. As you have observed for example, I have used graphic organizers so that can pick all the necessary information. And this does not mean the students can use this only in the class. They can use it outside the class when they read referential books. They can take notes for that. Besides that there are when there are problems including solutions, we can use the tree diagram. Therefore, I have tried to do that and I have seen my students do it ...uh...in an interested manner and they were informed highly...and it was for me successful.

Researcher: Ok. Thank you very much. It is interesting to hear this. It's ah...something that could be added to our own prior knowledge of theoretical aspect of teaching reading. So, um...I'd like to add some more questions on this one. Do you think that this can be applied to all types of texts or is it text specific?

Teacher 01: It depends. It depends ah...from text to text. Therefore, you have to vary the techniques you apply. For example, in my first situation, I used graphic organizer and in the second I used tree problem. Therefore, it is the text which leads you to use an appropriate one. It is not me, it is the text. The text will lead you to use a better means for the situation or reading text. Therefore, in the previous two situations which are observed, it is not me who decided that. It is the text which forced me.

Researcher: Ok, thank you very much. Ah...I have something to say here. Can we say this is one part of the methodology or can we say it is a phase? So here, I'd like to have some demarcation line between the phases of teaching, like (pre-reading, while-reading, and post-reading) and methods. So, problem tree is one of the methods...one of the methods. So can we say that the methods and the phases are the same or...where is your position regarding this?

Teacher 01: For me these are methods. I use them as methods and ah...I use them as methods to use them as part of bringing the students' own experiences to the class and later on...use them again so that we can use the information from the text...later on we can compare and contrast both the post and pre activities so that...hmmm the students will try to identify what new information have they taken from the text and for me, I cannot say it is a phase, it is a methodology.

Researcher: So, ah...as you already agreed it is a method...methodology...one of the methods that you use to teach reading. So, do you think that this method can...replace the phases of teaching? Why...why...why you already said that I'm nowadays just ah...just ah...leaving the use of pre, post...

Teacher 02: I didn't say I'm leaving. What I said is ah...I depend on the questions. For example, if we come to ah...the second reading passage you observed, the questions which were presented as pre-reading activities...for me they are offended. Some of them say 'are you poor or rich?'This is offending for the students. Nobody will say I'm poor. Therefore, pre reading questions are for me valueless. Therefore, I'm forced to move from one direction, to another we have to adapt it. Ah...what made to be poor? What made you to be rich? These questions are addressed there. What is the need to ask students, are you poor or are you rich?

Researcher: So according to your opinion the questions are purposeless...

Teacher 02: Of course. Therefore, I replaced that by my own situation. Thus, when I say I use this methodology; I'm not saying I do not use pre-reading activities. I'll not say I'll not use post-reading activities. I'll not say I'll not use a while-reading activity. Depending on the text, I will modify the situation. Besides that, don't forget that my MA is on second language material development. Therefore, I'm a developer also. That helps to do so.

Researcher: Thank you very much. Thank you (02). Ok. The next question is hmmm...***have you noticed anything about your students' learning of reading?*** As you already explained, college students in here are very...very weak in their reading performance and you're trying to backup their weaknesses. So um...have you noticed...have you noticed anything about your students learning of this reading skill?

Teacher 02: Ah...of course if you tried to bring different activities ah...which enhance the reading capacity, the students will be interested to do different activities. Ah...I have observed the students that...the two situations you observed are different from the previous reading activities they have conducted. And h...they situation, how they were participating in the classroom by itself is a clue for that. The students were actively participating. They did it individually. They went to pair work for example in the second observation, and then they moved to a group work. Later on, they were asked to write the answers after reading of the blackboard. And the students were just raising their hands. And they were participating. And this is the result of the methods, I think.

Researcher: So you noticed that one.

Teacher 02: Yes,

Researcher: Very good. Ok, coming to may be hmmm...next to the last question, ***to what extent do you feel you have explored different ways of teaching reading?*** **Can you explain?** Can you explain? To what extent do you feel you have explored different ways of teaching reading?

Teacher 02: Ah...I don't want to exaggerate it...I haven't used so many different ways of teaching reading...ah when you come to the situation within one semester ah...particularly in fresh students...first year students, in the first semester we have five units and in each units you will find five passages. And in the second semester communicative English part II, you will find five units. Therefore, the units by themselves are limited and passages are limited. Therefore, you do not have different ways of teaching reading opportunities unless you use tutorial classes.

Researcher: Ok. You already told me that you have many years of teaching experience. So, before joining this college, you've worked somewhere else may be in high schools or somewhere else. So, um...you can bring all those experiences to this interview so that you can make it so rich.

Teacher 02: I thought that your question was related to the college but if that is the case...ah I have taught...I taught at different private colleges before joining this college. And...I have used different methods for helping the students develop their reading ability.

Researcher: Ok. Ok. Thank you. Thank you very much. May be the final question...the final question is ***what is your recommendation regarding teaching reading skills in the college?*** You said many things about college students the way how reading should be taught...your beliefs have been already inbuilt in here. So, what is your recommendation so as to make things easy for college students and to help students be very good readers?

Teacher 02: Ah... in my case it would be too difficult to enhance students' reading capacity unless they have background. And the background comes from their earlier classes. Therefore, as to me...as to me ah...the students should be taught in high schools effectively first ah...once the students are without background, without interest...once the students have believed that reading is difficult, you cannot change this situation. The first thing is the high school teachers must know how to teach reading. And encourage the students to read. Ah...it is very...very simple to plant crops or seedlings on a fertile land but if that land is not fertile, you cannot plant. Even if you plant, you will gain nothing unless you lose your energy and money. Therefore, the background must be built and then we have to come to extend the situation. Therefore, the fertile land is high school and here we will try to cultivate them. Ah...this is what I can say. Besides that the way how the students are just...nominated or chosen to college has its own impact. Ah...this is simply to say that...ah...they are coming from grade ten and...ah...usually ah...the college is just giving examination after the other sectors have given entrance examination. Therefore, what is happening here students who are hopeless after losing the chance to join agriculture or nursing situations, they will take this college as the last alternative. Therefore, this must be settled first. And after that...ah these situations are just...ah taking place. Probably, in addition to teaching them

reading in the classroom, the college has ELIC (*English Language Improvement Club*). In the ELIC they can practice reading, speaking, different situations. Besides that, if the students have interest on reading, we can help our students using our spare time by giving them tutorials on reading and so on.

Researcher: Ok. Thank you so much. Thank you for devoting this time Ato (02)...

Teacher 02: It's my pleasure.

Interview with Teacher 03

(Date: 30-03-2011 Time: 4:40 p.m.)

Intro

Purpose and outline

Confidentiality and openness

Researcher: The first part requires you to agree or disagree on the statements that I'm going to put forward and the second section is just questions that might need you further explanation...ah...of course there are some requirements for the statements...I may probe you in the middle if I need more explanation in your agreements and disagreements as well. So, question number one: r***eading is as important as other language skills for college students.*** Do you agree or disagree on this statement?

Teacher 03: I absolutely agree. Reading is one of the four skills...language learning and teaching. So, reading is a very essential component. So, I agree with your reading statement.

Researcher: Okay. So, you agree on this statement. Hmmm...can you give me some more explanations? Why do you agree?...it says for college students.

Teacher 03: Reading is being given and should be given...in different level of study. In college level, reading is very important because students do lots of reading. Not only reading but they should also comprehend what they read. So, because of this...um reading lesson is vital component. Hmmm...from language point of view, it is also one of the four skills. So, to come to your question I agree.

Researcher: Ok. Ok, thank you. So, I'd like to go to second question. Hmmm...so...I mean...ah it would have been very good if we could have clarified further the first one.

Teacher 03: The first question?

Researcher: Yeah, um...because there are different skills being taught in the English courses. Reading is one, writing, listening, speaking...so, where do you put all those skills in terms of may be importance...ah...in terms of their importance to the level mentioned?

Teacher 03: Well, they are equally important as far as I am concerned. Student, after having basic knowledge in the language practices - he or she practices...hmmm...the four language skills equally required to practice all these for languages. Listening, reading...after listening reading, speaking and writing. So, equally important as far as I'm concerned.

Researcher: Ok. Ok, thank you. Ok, ***the best way to begin a reading lesson is posing some questions about the reading text.*** What do you say about this? Ah...the best way to begin a reading lesson is posing some questions...posing some questions at the beginning of a reading text. What do you say about this?

Teacher 03: Well, focused reading is very good. It quickens um...students' reading. So from this point of view, reading with questions is very important. So, I agree with this statement.

Researcher: Ok, ok. Um...why do you say that reading with questions is so important? Hmmm... What if you begin with just...ah...without questions? What is the difference between starting with the questions and without questions?

Teacher 03: Um...h...for...you see, people read for different reasons. So, for academic at academic level, students make a quick reading. So, at this time they need to...to do their reading with an aim. So, one of the techniques of making this, achieving this is through questions. So, if they read you know having questions in mind, having questions with them is a good one. It quickens their reading and they do also their reading with more comprehension.

Researcher: Ok. Thank you very much. Hmmm, so...question number three here says: ***reading texts that are used for the purpose of reading lesson should be about things that students know well.*** What do you say about this?

Teacher 03: Yes. Absolutely right! Students do much and better if the passage or the text is about what they know from their experience than it is from elsewhere. So, I absolutely agree. This is a good point in reading we should pay attention to.

Researcher: Ok. Ok. Um...what if you bring texts may be that are unfamiliar to them?

Teacher 03: Well, their comprehension will be naturally affected.

Researcher: Totally?

Teacher 03: Not totally but they find it difficult to understand it easily.

Researcher: So for successful may be reading...you say that reading texts should be taken or extracted out of what students know well. Ok, ok. Ok, interesting! ***All vocabularies of the reading text must be taught before students start reading.***

Teacher 03: Not necessarily. Hmmm...we may present key vocabulary items but not all the vocabulary items in the text. Students guess approximate meaning of the words in the context they read or they come across. Otherwise, it is a waste of time if a person attempts to...to teach all the words in the particular text. So, I absolutely disagree with this point.

Researcher: Ok. Thank you. Thank you so much. Um...number five says here um...***reading texts should be selected from authentic sources such as newspapers, magazines, journals, etc.***

Teacher 03: By nature, from its very nature, authentic materials are very important for language teaching. So, I think. This statement is made with the view of this point. If it is so, I agree with this statement. I quite agree with this statement. Authentic materials first of all, are not meant for daily communication. They are meant for language teaching consumptions or native speakers' consumptions at a wider range. So, we can...students can come across...you see alien expressions, inversions, you see? And syntactic patterns and so on which they would not get otherwise.

Researcher: Ok, ok. Au...o...so, how do you see your may be reading lesson...ah... in light of this statement?

Teacher 03: Well it depends...you know from subject to subject. In literature course, for instance; texts are selected from authentic area...authentic materials but in h...in communicative skills, hmmm...subjects you may not find it. So, it depends form subject to subject.

Researcher: Ok. So you mean, it depends from course to course. Ok, ok. So...interesting!...so very new ideas are coming. Hmmm...question number six, ***one of the skills that students are enabled in the reading lesson is identification of the reference of expressions, phrases, and words in a text.*** Do you agree?

Teacher 03: I agree. This is one of the...you see when we set a text to students hmmm...reference and inference are the...the skills you require them...you as a teacher require them to know. So, by understanding...by reference they understand relationships. What a pronoun stands for in a particular hmmm... text. So, I think this sentence is also agreeable.

Researcher: Ok, ok. You mean you are using this skill in your teaching.

Teacher 03: Certainly.

Researcher: Ok. Ok. Coming to the seventh question, ***transferring information from one form to another is a means to understand the text.*** Especially for students from may be textual form to to may be pictorial form or from textual form to tabular form and things like that.

Teacher 03: Well in writing lessons, especially there is a section called classification. For example, I remember one lesson which is on *schools in England*. Schools in England are classified into primary level, grammar school...the old time. I'm talking about the traditional. Hmmm...you see after finishing certain level a student goes to either grammar school or general vocational school. This can be put in words like this or it can be put in eh...in a table on a piece of paper and students will write looking at the picture and this is called classification. You may divide schools into two, primary school and vocational school. Right?...You divide and give them in a table, then students will write by looking at that. So, it is possible. Therefore, I agree this statement.

Researcher: So you use it also?

Teacher 03: We use it in certain courses. Not all the time.

Researcher: Thank you. Hmmm...eight. May be the second from the last, ***word attack skill is an essential means to learn the meanings of unfamiliar words of a text and must be applied by teachers in reading lesson.***

Teacher 03: Yes, in conjunction with guessing...guessing, you see. From the meaning of unfamiliar words from context, we also use this technique in its widest sense. So, it's possible yes.

Researcher: Ok, ok. So, ***students' reading skills can be improved through effective teaching making use of varieties of techniques.*** Students' reading skills...meaning students' reading skills can be improved through effective teaching. Uh...you might have seen students who are may be staggering somewhere in the middle of their

reading and those who can't understand a paragraph may...and things like that. So, that can be improved through the use of varieties of techniques. What do you say about this?

Teacher 03: Hmm...h...I think training adds to their reading. Students should also show effort, have a taste to reading themselves. Ah...in addition to that, certainly this method helps a lot. If a student knows how to read, if a student knows what to do before reading, may be even you know preparing himself, how he or she prepares himself/herself, I think techniques are no doubt, are very helpful.

Researcher: So, uh...you agree on this statement.

Teacher 03: Yes, of course I agree with this statement.

Researcher: Ok. Thank you very much.

Teacher 03: You are welcome.

Researcher: Ok. Section two. Now, I'm going to some questions may be ah...the questions a bit beyond the ones we have discussed so far. And it's about beliefs and practices. Ah...beliefs...

Teacher 03: Too difficult.

Researcher: Not...yeah. The first one says here, ***what would you say influences the way you approach reading in your teaching?*** The way...the way you approach reading in your teaching? What influence?

Teacher 03: There are many factors that influence...even the lesson plan you carried to your class when is the shortage of books. The second is...hmmm tidiness of the class, hmmm...the number of the students and so on. They influence in fact, they may not stop you from teaching but they influence to certain extent; to a large extent not to certain extent. To a large extent your reading lesson will be affected. Students' comprehension level itself, this is their background. Um...as I said earlier...the...the number of students in the class and the number of books available or texts available in the class with no doubt influence your lesson quite a lot.

Researcher: Ok, ok. Hmmm...so you...you...you said that you are may be influenced by different variables. So, one of them shortage of textbooks, um...the tidiness of the class, you said? And number of students per class and things like that can affect...shortage of texts. So, have you tried to solve some of the variables that you mentioned?

Teacher 03: Well if there is a problem...as I said we usually do, you see? When there is a shortage of books, what we do is we encourage students to...hmmm do in a large group with the books that are available. Hmmm if there is a problem of tidiness of the classroom, arrangement of seats, by tidiness we mean and even the absence of blackboard we may...we have been doing in some different ways like encouraging students to it on their exercises...you see and then going over and checking the answers, making sure whether they have done or not and lastly the responses and discussing in the class.

Researcher: Ok. So, you use to take your solutions to the mentioned variables. So, they didn't stop you from teaching reading. Ok, that's nice. Ah... ***have you tried out anything different in reading class? How successful has this been?*** I think...does it need more clarification...the question?

Teacher 01: The question is a bit blurred. What do you mean by *different?*

Researcher: Have you tried different mechanisms so as to support your students'...uh...comprehension? From the known methods...you know uh... reading can be taught...in different ways, actually. But known procedure, rule for reading from those already mentioned ones...from already theorized ones...have you tried anything different which might helped you to support your students in a better way? Is yes, how successful has this been?

Teacher 01: No, I used the known methods. Probably, I may encourage my students to read or I may motivate them by bringing some pre-planned games or activities that may lead to the actual lesson. Otherwise, I follow the normal method.

Researcher: Ok. You believe what has been theorized students' comprehension better.

Teacher 03: Yes.

Researcher: Ok. Thank you.

Teacher 03: Hmmm...pre-reading activities, then while reading, the answer comprehension questions and in the end at the post reading stage they will be given some general questions...may be writing about a certain point they come across the passage or a text and so on. These are the methods I follow.

Researcher: Thank you. Very interesting! So the next question says, ***have you noticed anything about your students' learning of reading?*** You might have seen students who can't understand what has been written there. So, have you come across while those

students coming to the...I mean...ah...understanding of some sort of reading lesson in English? I mean from your experience.

Teacher 03: Of course if you encourage your students, no doubt they struggle. Through that struggle I believe they would learn lots of things and they would be motivated. So, if you plan...if a teacher plans, uh...not only reading but also all other skills would be studied slowly. So I notice my students, especially in literature class um...start reading and after a while, develop interest to pick up a book by themselves and read. So, in many occasions I noticed my students improving.

Researcher: Ok, ok. Thank you. ***To what extent do you feel you have explored different ways of teaching reading?* Can you explain?** You might have said something about this but...ah if you have any, you can add.

Teacher 03: Well, I said I...I use you see the set norms. They agreed upon norms to teach reading. In addition to that I try to motivate my students to read further probably by giving you see in some cases by giving questions or by teaching key vocabulary item and so on. If they can't understand even if doing this, probably I'll give them questions...I prepare questions and so that students will have pre-planned you see...aim to read and understand the text in a given time.

Researcher: Ok. Ok. Thank you, thank you very much. The last question may be as a recommendation: ***what is your recommendation regarding teaching reading skills in the college?*** What do you recommend? You might have seen different kinds of students...different levels of students...different levels of understandings among your students. So, what's your recommendation? So you can see from ah...varieties of angles and you can recommend. Be free, be open and frank!

Teacher 03: At college level, reading is very essential as I said. Therefore, they should be encouraged in many ways...students should be encouraged. This is the place where they should develop taste (t-a-s-t-e) towards reading. So to develop this, they should be handled very carefully. They should be given ample time, you see. They should be uh...taught skills of reading, they should be advised, they should be motivated, and the reading texts they read should be also interesting they should be carefully selected...and they should be the ones that help them to do their reading so that they would be uh...uh...lifelong readers in the long run. So this is what I recommend.

Researcher: Ok. Thank you so much. May be this is from teaches' perspective I hope. What you have said is from teaches' perspective. Can you add some more from different perspectives?

Teacher 03: Well, not only in school atmosphere. Reading is very important to pass time. We read for various purposes. We make readings for different purposes. Um...uh you see, in many areas we see people reading and pass time in a very pleasurable way. So from that view also...reading should be encouraged. It is a place they start reading, begin reading. Schools are places where students learn reading. It's a skill that...that...that would be, you know inculcated through reading...I mean through constant practice. So anybody, any writer...you see any professional writer or reader has began his...his reading sometimes when he was at school. So a person who starts reading at school, will no doubt...will become...I mean a reader or writer in the long run.

Researcher: Thank you very much. Hmmm...uh...I'm very much very much grateful for what you've done to me and it's really very much appreciable to come to my office give this interview.

Teacher 03: Welcome...you're welcome!

Interview with Teacher 04

(Date: 31-03-2011 Time: 4:30 p.m.)

Intro

Purpose and outline

Confidentiality and openness

Researcher: The first question here says: ***reading is as important as other language skills for college students.*** Do you agree or disagree on this statement?

Teacher 04: First of all, ah...I agree...I agree. I agree on this question because I believe for myself as a college instructor ah...the success of...the success as well as the failure of students in academic ladder may base reading. And because of this, I believe that reading is most important language skill ah...for college students.

Researcher: And so, where do you put this skill ah...in terms of other language skills? Ah...like we have writing, speaking, reading, and listening. So, where do you put this skill in terms of may be importance...in terms of may be prioritizing and things like that?

Teacher 04: Ok, to reflect on this question, actually ah...it is very important to see the level of the students. May be reading is very important for students in university and college because when they have good reading skill, they will be in a better position to achieve good results as well as to be better...ah students in their lives. But when you take actually as far as language is concerned I go for listening in terms of priority...hmmm...because you know listening is very important I believe because from the nature of language learning, particularly at the earlier stage, children get language or the input from their elder sisters, family through listening. And this...this may be a great input even for other skills. Actually, when it comes to higher education and university learning, reading is actually very important because ah...whenever they read something and understand even ah...whenever ah...students give much emphasis for their reading skill they will be in a better position to be successful in their leaning. So, my point is it depends on the age of the students. If the age of the students is earlier stage, it is natural that earlier children or ah...people who are in earlier state, may get the language through listening then reading and in terms of priority, I feel that listening is very important, and later reading will take that position in terms of priority.

Researcher: Ok. Thank you so much. Let's go to the second question. The second question says that ***the best way to begin a reading lesson is posing some questions about the reading text.*** So, how do you think the lesson should begin, especially the reading lesson? It says here, posing some questions at the beginning...

Teacher 04: Yes, yes. But uh...I have got a question on 'best'. When you say best...ah...best means there is nothing good than it, isn't it? So, I have got the question on 'best'. It depends actually. Posing good questions in relation to the topic might help. It helps ah...in order to make the reading lesson interesting as well as in order to activate students' experience towards the topic. But I don't feel that it is the best way because there are other ways by which a reading lesson can be started.

Researcher: Ok, good. Would you mind mentioning those...some the ones that you use alternatively than posing some questions?

Teacher 04: Ok. Ah...posing question is right...posing question may be one mechanism. In reading lesson, uh...may be sometimes ah... students may be required to discuss...discuss. The discussion may be uh...in terms of ah...looking at a topic rather than question...the topic. For example, if the topic is about *causes of migration...causes*

of migration, ah...the student may see the topic and then they may know...brainstorm some ideas on the causes of migration so that you know they can reflect their own experiences rather than simply saying, *what are the causes of migration?* Or Ah... can use in terms of question. Just the handout can be distributed and they may be required to say something looking at the title. So, that is what I say.

Researcher: Ok. How do you require them to discuss on the topic? I mean whether they are discussing on the topic or responding on certain questions, you need to use some kind of technique. So, what do you call that?

Teacher 04: Well, questions are always. They are questions always. But um...you can communicate with students with questions. Looking provides that there is the title. May be that title is followed by the question, in that question initiate discussion. Ah...what I mean is simply by looking at the topic, ah...the students may...may...may be required. Actually we are not out of questions. We are not out of questions because in order to communicate with the students, questions should be raised. I feel I agree. But the title itself can make the students sometimes to think about it and then to say something.

Researcher: Ok, thank you so much. Ah...next, ***reading texts that are used for the purpose of reading lesson should be about things that students know well.***

Teacher 04: Ah...as far as this question is concerned, I've got two ideas. One is actually the reading text which is in line with students' experiences ah...is helpful and it makes the understanding easier. And the other point is sometimes students should be introduced to new things...new experiences...or ah...now the world is always changing and we are in dynamic situations and these dynamic situations require the students to be exposed to various experiences which are out of their contexts. And introducing hmmm...context in the syllabus for example... the syllabus can make the students in order to be acquainted with ah...new experiences. Actually it has a benefit. It will be easier for their understanding. For instance, ah...if a student is made to read...ah cultural things which he or she knows. He or she will be in a better position to understand that because it is to his experience. So it makes the reading or the understanding easier. But I have a question, what about other experiences as long as we are teaching the students something which is universal?

Researcher: Ok. So, what is your stand, then? Where do you put yourself? Do you agree or disagree? Where...where is your stand?

Teacher 04: My stand is I agree on the first point but ah...experience which is out of students' surrounding should also be considered, you know?

Researcher: So?

Teacher 04: I've got a medial feeling; medium feeling for this.

Researcher: Ok, ok. Interesting! Ok. Hmmm...you mean that um...reading should not only focus on what students know. It should also bring something which is new to students' understandings and it should add something to their knowledge.

Teacher 04: That is my idea.

Researcher: Thank you so much. Question number four, ***all vocabularies of the reading text must be taught before students start reading.***

Teacher 04: Actually, ah...in reading lesson, some of the key words have to be taught before students are engaged in the reading activity. But this doesn't mean that all the words should be taught because ah...I feel that one of the reading skills is ah...I consider getting words from context or passage is one part of reading...one part of reading...an aspect of reading skill. So, students should be you know should be encouraged to guess new words from the text and this should be put in a kind of challenge. And when they are passing through this kind of challenges, they will be in a good position uh...to get or to use ah...guessing new words form the contexts as h...one way of getting words when they are encountered with strange or passages which are different from their experiences.

Researcher: meaning that you disagree on this point...all words should not be taught.

Teacher 04: all words should not be taught but the key words should be or pre-taught...it will help the students to understand the text in a better way.

Researcher: Ok. Thank you very much. Question number five, ***reading texts should be selected from authentic sources such as newspapers, magazines, journals, etc.***

Teacher 04: I strongly agree to this point because you know...authentic materials ah...have got a lot of contributions for the students. One thing is ah...they make their reading natural and it can help ah...their understanding or it might make the students to get or to understand the text naturally. So, I've got strong agreement to this point.

Researcher: Ok, it's interesting! So, how do you see your lesson in light of this idea?

Teacher 04: But the experience in here is different, actually. It is different because there are fewer tendencies of using and adapting authentic materials in the reading lesson.

Actually this is something related to material development. When materials are designed, these things should be considered. And I feel that authentic materials are helpful.

Researcher: Have you tried to bring in your reading lesson to bring some newspapers, journals, hmmm...may be magazines...so...so that you...you support your students' level of reading and understanding?

Teacher 04: Yes, in reading courses. Particularly ah...whenever I gave reading as...as...ah...specific discipline, I've got an experience of using journals, newspapers, and some brochures and magazines ah...I often use for example, a magazine which is publish by Ethiopian here and some magazines which are prepared in outside world, Ethiopian Herald and ah...I've got such an experience when I teach reading as a disciple.

Researcher: Ok. That's good. It's really interesting! Let's come to sixth question: ***one of the skills that students are enabled in the reading lesson is identification of the reference of expressions, phrases, and words in a text.*** Do you agree?

Teacher 04: Yes, it is one of the skills. Teaching references, yeah...the reference ah...may be words, the references may be pronouns and in my teaching lesson, I use or I usually do to...to...to...to to encourage students in order to identify what that word stands for, what does it refers to and things like this and I consider identifying reference is ah...ah...sub skills of reading.

Researcher: Ok, good. Okay. Question number seven: ***transferring information from one form to another is a means to understand the text.*** This question is just to mean transferring information from textual form to pictorial form, from textual form to tabular form and things like that. So, do you agree on this idea?

Teacher 04: I agree on this idea. You know even this may require the students to ah...to get into higher level of thinking. You know reading requires the evaluation of the text, ah...this is also high level of thinking...ah when the students are engaged in transferring information for example, from h...the text to may be the table or the text kind of chart or the text kinds of data or something like this and even the data to kinds of text. This is a process. When they are engaged in such kind of process ah...they will be...they will be in a better position to understand and I feel this is a helpful reading process.

Researcher: Ok, ok. So the other skill here is the *word attack skill*. Question number eight, ***word attack skill is an essential means to learn the meanings of unfamiliar words of a text and must be applied by teachers in reading lesson.***

Teacher 04: Ok, yes...yes. It is also one way of getting words. When students or when the teacher encourage the students to attack words, that means to get the students meaning from the text, they understand the text in a better way. Even they may have a long lasting recalling of words because they are doing by themselves...they are coming to a kind of ah...giving meaning may be ah...defining, looking for synonyms, or looking for word formation, and by using different kinds of techniques they will reach to or get to understand what the word means. And when they get to understand what the word means, ah...they will understand the message of ah...the reading passage. And teachers I feel that...teachers should...should...should tell the students how they can get the meanings of the words across rather than may be giving the definitions or I think the definitions on the board or may be just telling the word meanings or teaching the words of the meanings. The teacher should make the students attack the words or guess the words by using different kinds of techniques. And these techniques should be pre-taught and the teacher should encourage the students to make use of these techniques while they are reading. So, I strongly agree.

Researcher: Thank you. Thank you very much. The last question of the first section says, ***students' reading skills can be improved through effective teaching making use of varieties of techniques.*** You may say that...may be your students are very dynamic at reading skill or I don't know the level of your students. Hmmm...I might have seen on video and I might have observed but I can't say they are at this level. You know your students better than anyone else. So, hmmm...so how...how...how can you evaluate your students and what are some of the techniques ah...I mean I don't want you...to...to mention the techniques but ah...the statement here says *students who have problems in the reading skill can be...can be ah...backed up through different teaching skills... I mean varieties of techniques.*

Teacher 04: Yes, I agree. I agree on this point. You know ah...from my experience, what I understand is that there is a tendency of ignoring those techniques which are helpful or which can you know pave the way towards understanding, particularly in relation to reading skill. Ah...I feel that to my experience ah...there is tendency of ignoring those

techniques and students do not give acknowledgement...they do not acknowledge those reading techniques. Ah...I feel that if they use those reading techniques, they will be in a better position to understand. You know there is a Chinese saying for example, "Don't give a man a fish but teach him how to fish for a life." You know ah...actually if the students acknowledge the reading techniques, as a teacher I feel that they will be better in understanding. But sometimes I don't see such kinds of things ah...in the reading lessons...the reading lessons. And even I feel that that is a problem that makes students to be you know ah...in a lower level of understanding in college reading lessons.

Researcher: Ok. Thank you. Let's now go to the next section. The second section requires you to say out you belief and how reading should be may be approached...and the practice. It relates to the practice. Actually we have something ah...regarding the classroom practice in the statements given above and most of the questions here require you just to have some...may be further explanation. Ok. So the first one says here, ***what would you say influences the way you approach reading in your teaching?*** So hmmm...you might...you might have different...different factors, different variables that are may be very problematic for teaching reading skills to our students. So, what...what would you say influences your teaching of reading skills?

Teacher 04: You mean the approach?

Researcher: What would you say influences the way you approach reading in your teaching?

Teacher 04: Good. May be there are ah...I can cite several factors which influence reading lesson, if I understood your question. Yeah, is that the question?

Researcher: Yeah, yeah but you have to relate it to your...your classroom practice and your experience can be...ah...can be very much...

Teacher 04: Do you mean that ah...in reading lesson...

Researcher: Yeah, there are different factors that influenced you while just helping your students understand the reading text and which of the variables you consider are very much influential?

Teacher 04: One is students' background. Ah...I feel that you know in my reading lesson even recently, I thought that students read something and they fail to understand. I attributed these things actually h...these many variables...one is their background. The

other one is they are less motivated in English reading lessons. They are less motivated. And the other factor even which I get by asking them in actual classrooms that ah...there...there is difficulty in getting new words, word challenge...word challenge. Even though the reading text is in line with their experiences, if they get new words, they will frustrate. They read one sentence when they come to the next sentence...if they get new word they stop, they lose hope. So there is a lot of frustration. May be what makes this frustration...may be directly related to their background. So, background is one the other one is word challenge and the third one is their motivation, particularly in relation to well, language learning in general and reading lesson in particular. So, these are few of the factors actually there are many factors.

Researcher: Ok. Thank you. Thank you so much. Hmmm...the next question is: ***have you tried out anything different in reading class? How successful has this been?*** May be this question should be clarified and I'd like to say something here. Hmmm...have you...have you tried to use may be different technique of teaching reading skills? Ah...we normally have ah...different, I mean ah...framework of teaching reading skills. Ah...we know how to teach reading skills and from that framework, have you tried something different which might be added as theoretical aspect so as to improve the reading lesson?

Teacher 04: You know recently, ah...we had a kind of *reading strategy training*. Well, ah...as you stated we've got you know a common way of teaching reading, like starting from pre-reading following while-reading activities, then post-reading. But ah...this is helpful we know and it can make understanding easier as long as reading is a process. But in relation to the strategy recently...we used the strategy which is known as *three-two-one* which requires...the students will be provided with reading activity or reading lesson and while they are reading ah...they are required to identify three most important details in a text, then may be two questions which are not clear while they are reading and making relation or connection with their life – one connection. You know, I tried this in my class. Well...well! It was helpful...it was helpful because the student may put a kind of purpose while they are reading. And they read to get to identify or to get something or they read at least to relate the reading text to their lives. And they read to find something which confuses them which they don't understand.

And doing such kind of techniques h...was helpful for me while I was working with the reading lesson and in addition to the framework which we know, actually.

Researcher: Ok. Ok. Do you mean...do you mean that this newly may be explored technique might substitute the...the earlier framework for teaching reading skills, like I mean...pre-reading, while-reading, and post-reading?

Teacher 04: Not necessarily. Even it can be used alternatively. You know...the theoretical base is the same just making students to be engaged in reading and finding something out of their reading. So, ah...I couldn't say it will replace but it can be used sometimes, alternatively.

Researcher: Ok. So, do you mean it's a sort of framework or ah...it's a sort of method?

Teacher 04: It's technique. It's a kind of technique...it's a kind of strategy.

Researcher: It has nothing to do with framework...

Teacher 04: It has got the procedure actually. It's a technique that means a procedure which you can use when you attempt to make students understand certain article.

Researcher: Ok, ok. Interesting! Okay. ***Have you noticed anything about your students' learning of reading?*** The question says that ah...you might have seen students who seem that they are learning reading or who seem that they comprehend but they do comprehend at all. On the other hand, there might be students who comprehend well as compared to their previous understanding of the reading texts. So, have you tried to see in your experience as a college instructor...have you seen some learning the reading comprehension here in the college?

Teacher 04: Can you explain it more?

Researcher: Ok. Hmmm...the question says, have you noticed anything about your students' learning of reading? It's just to mean do you think that your students were learning the reading lessons, here in the college and have you come across ah...with some students who improved their reading comprehension?

Teacher 04: Yes. My belief is that when students make reading practices...reading exercises, they will improve their comprehension. And in the mean time, they will...they will use different kinds of techniques in order to tackle as a reading or in order to understand something which is related to their subject area. And ah...this means ah...there is improvement. Students will improve whenever they make reading practices. Ah...what is sometimes becomes strange is that students pass through

reading exercises but there is a tendency of ah...losing or tendency of ah...depending upon may be the understanding of the teacher or the understanding of their peers and others. Those students actually even though they are passing through reading exercises, they might not understand. Ah...because this may be related to many things actually. They might not be interested to the topic or the topic might be strange to them...out of their experiences. So, what I notice always is that there are some students who are reading and passing through reading exercises and bring some improvements. On the other extreme, there are students who pass through reading exercises but no understanding. So, ah...this actually depends upon the students' interest and motivation towards the reading lesson.

Researcher: Ok. I have another question here. Um...as you said there are students who improved their reading comprehension as long as they make different I mean...as long as they practice reading different texts ah...and yeah but do you have any...any monitoring mechanism to say that Alemu or Abebech improved her reading skill or reading comprehension or Alemu improve his reading comprehension? Or just you roughly know who improved and who didn't improve and things like that...?

Teacher 04: Yes, of course. We've got some mechanisms actually. My mechanism is on the spot. That means, while the class is going on. You know...usually as you know after a kind of reading lesson, there are cross checking questions which may you know give feedback as long as the students understood the text. Improvement is something which is broad. May be ah...what is to be done is ah, ah...doing a kind of analysis, taking time, and rating how much a specific student improved in his reading ability. That requires actually a long time, closer study of that specific student. But to my experience, what I usually do is that yes this student...Mr. X improved in reading skill. For me that means, he got...he understood that reading article and he spoke or he say his understanding in words or in written forms. This is for me an indication that a student made a kind of progress in his own reading skill. One word is a progress you know. Or getting a new structure...getting unfamiliar structure in an article is an improvement. This will add up to ah...improving in the level of someone's reading.

Researcher: Ok. That is interesting! Um...I'd like to add on this question...something on this question. Um...do you usually make some notes so as to help you...the...the...so as to back up students' may be deficiencies? Some might have some deficiencies...and if

we don't take some notes...if we don't take some notes on our students' weaknesses, then we may fail to come across their deficiencies. So, do you have such technique?

Teacher 04: Well, well actually I use such kind of things ah...may be in the classroom as a means of indication for student's weakness. May be when the reading lesson is going on students are asked to respond for comprehension questions. And I see how they respond to those comprehension questions. When they are attempting to respond to those comprehension questions, there might be some weaknesses, may be in constructing sentences...understanding structure, the article...or may be ah...weaknesses in the word level...or some weaknesses in organizing sentences which are used to respond the comprehension questions and may be sometimes I see problems in grammar and even if it is...ah...if the response is in speaking, may be problems in fluency. I make note of these in classroom and sometimes, in the next lesson or in some convenient time, I'll try to give or teach them so that you know they can fill the gap or they can you know minimize their weaknesses on specific points which I saw in the reading lesson.

Researcher: Ok, ok. Thank you. So, ***to what extent do you feel you have explored different ways of teaching reading? Can you explain?*** Actually you have said something about technique that you have started using in reading lesson. Would you like to add some more or that's all?

Teacher 04: Well. Actually I tried to explore. I told you earlier that *three-two-one* is also an alternative, not actually ah...I don't have any idea whether it has theoretical basis or not but I'm attempting such kind of reading strategies. And the other one is...may be...it's common that when reading lesson is going ah...there are also some other techniques which I use. For example, sometimes...well it is indicated actually...posing questions...posing questions...and ah...making students to read in chunks...and making the students to predict what will come next...these are the common...the common ways and I use these things.

Researcher: Thank you very much. Interesting! The last question of this section will be just about your recommendation: *what is your recommendation regarding teaching reading skills in the college?* So generally, you can...you can have your own may be future vision...so your prospects can be added onto this recommendation.

Teacher 04: In general what I recommend is that reading is important, particularly for students in college...it's very important...everyone agrees. And as far as the methodology is concerned, well the methodology is everyone knows the methodology and applying the methodology and knowing the methodology is something different. In actual classrooms things are dynamic everyone knows. What you plan to do in the class might be affected or you may change your plan. But sticking to the reading procedures or maintaining the pace ah...as far as the reading methodology is concerned ah...is important or it is ah...for the teacher...not only for the teacher even for the students ah...it is helpful as long as understanding is concerned because reading is a process. A student cannot understand a passage or a text in a snap shot. Just he's required to read, re-read in chunks and pass through those procedures. And those procedures constitute understanding. And I feel reading is a process and that process the methodology says ah...in practice it is better to follow seriously those steps ah...in order to help students understanding, unless it will be a disaster.

Researcher: So, you recommend?

Teacher 04: I recommend strictly following the approach and giving the students chance to read by themselves.

Researcher: Which approach? May be the approaches to teaching reading skills are may be different: top-down, bottom-up and things like that. Which approach?

Teacher 04: I go for bottom up...I go for bottom-up because you know ah...the students will bring their experiences towards the text. Their knowledge will be activated. And they will pass through the reading and at the end they will come to understanding. So, yeah! That is...my...my idea.

Researcher: Ok. So, this is from the side of teachers...I mean instructors and from the side of may be students, the college or...do you want to say something or that's all?

Teacher 04: Yes. Actually learning in general and reading in particular ah...it is ah...it is the success of both the teacher and the students. And to make the students understand, it is better to make the students at the center of the reading. When they become center of the reading, they will take the responsibility...they will be responsible for the reading and they feel that reading is purposeful, and they will keep the purpose and they will read to achieve that purpose. The teacher and the students have got their own share.

Researcher: Thank you very much. It has been really helpful to have you here, to be interviewed and give your opinions. I really appreciate your ah...your ah...may be willingness and everything that you've did to me.

Teacher 04: You're welcome!

Interview with Teacher 05

(Date: 30-03-2011 Time: 5:15 p.m.)

Intro

Purpose and outline

Confidentiality and openness

Researcher: ***Reading is as important as other language skills for college students.*** How do you see this? Do you agree or disagree on this statement?

Teacher 05: I agree on this question. Reading is even more important than other skills when it comes to colleges and universities because in colleges and universities they are expected to do lots of readings than they can do hmmm...in the lower grades. So, they are not only expected to learn from their instructors. They are expected to learn by themselves. So to learn by themselves, they should have the knowledge of reading skills. So to my understanding, reading is far important than the other skills. All skills are important but when it comes to universities and colleges, I think reading is very, very essential.

Researcher: Okay, thank you very much. Question number two says, ***the best way to begin a reading lesson is posing some questions about the reading text.*** What do you say about this?

Teacher 05: Hmmm...yea, the questions that...yea you have to begin by posing questions and these questions have to encourage the learners' prior knowledge because when you initiate students' prior knowledge, this will help them to understand the text well. Initiating or bringing the prior knowledge is very important to help them understand information in the text and I think it's good.

Researcher: Ok. Do you know...I mean do you say that it helps students to exploit the text in a better way?

Teacher 05: That's what I'm saying.

Researcher: Does it have any other importance on top of what they do? I mean, does it have other importance?

Teacher 05: Do you mean posing other questions?

Researcher: Posing questions at the beginning.

Teacher 05: It can have for example as I said... this will help them to bring their prior knowledge as one what I said. And also you can pose questions that help them to read the text as well. So before they read the text, the questions that you pose help them to read the text and when they do this they will have purpose for reading. Sometimes some instructors or some high school students, especially teachers tell students to read. Students go to the reading without having any purpose and that kind of reading is I can say superficial kind of reading because students have not set purpose for reading. So...ah...when you give prior...I mean question, when questions are posed at the beginning of reading, this will give them purpose for reading...

Researcher: Ok. Ok. Let's go to the next question: ***Reading texts that are used for the purpose of reading lesson should be about things that students know well.*** Do you agree on this statement?

Teacher 05: Hmmm...I agree...ah...to some extent. When you bring texts that students know very well, this will help them to easily do the readings. But in real life readings, we are not exposed only to things that we know. So, the students must have the exposure to readings that are authentic for real life readings. For example, from magazines and from other things...if they are exposed like that they will have really...hmmm, understanding of real life. But if you bring them what they know, they can do the exercises very easily but when it comes to real life that will be challenge for them. So to some extent to encourage them, to help them reading, bringing familiar topics is something good but that should not be done always. So, we've to change texts.

Researcher: Ok, thank you. Question number four: ***All vocabularies of the reading text must be taught before students start reading.***

Teacher 05: I don't agree with this. If you taught all of the vocabularies before you start teaching reading, it means you turned the reading into vocabulary teaching. That is not the purpose of reading. So...ah it's important one or two important key words defined to students to help process the reading. But if you define every word, it means you are teaching vocabularies not reading. One of the skills reading is to be able to guess the

meanings of words from the context. So if you have deprived of their opportunity to exercise guessing meanings of words and giving them all possible meanings of words by yourself, you have almost finished what students are expected to do. So you are doing the job of students...that means.

Researcher: Ok. Ok. So you mean only few key words should be taught.

Teacher 05: ...to understand the text, only key words should contextually be presented to students but not all of the words.

Researcher: Ok...Ok. Thank you. Okay, question number five: ***Reading texts should be selected from authentic sources such as newspapers, magazines, journals, etc.***

Teacher 05: That's what I'm making. Uh...uh...uh...the point of I'm making is like this. So, if students have to read really practice reading skills, they have to be exposed to this kind of real life readings. In real life students read for purpose. So, uh...the purpose could be to extract information, it could be for pleasure. So these kinds of real reading purposes would be achieved through authentic texts like, newspapers, magazines and journals. So I think they have to be exposed to texts like this and sometimes as we've discussed earlier, familiar topics to encourage them I mean to help them develop their reading confidence. So these are very important.

Researcher: Ok....ok... interesting. So...six, ***one of the skills that students are enabled in the reading lesson is identification of the reference of expressions, phrases, and words in a text.***

Teacher 05: Yea...hmmm. This is one of the reading skills that students should develop. Reference of pronouns, reference of ....uh other different words should be part of reading activity. So if you included reading for identifying references...hmmm. It can be word that come before or word that come after certain expression. So this will help them to see the relationships between texts. So this is also something good; a good kind of exercise.

Researcher: And then you agree...

Teacher 05: Yea, I agree. Strongly agree.

Researcher: Ok. So, hmmm...I'd like to go back to the fifth question. I thought that I should pose the question there and how do you see in light of the fifth statement? It says in terms of authentic sources...how do you see your reading lessons? .....Can you evaluate what you are doing in here? And what are some of the constraints?

Teacher 05: Ummm... in the texts that we have here are in our modules...hmmm...the reading texts are not like this. If you see the modules they are taken from different Internets and other sources...uhhh...most of them are not real life listening, I mean real life readings. So...I think modules have to be revised and some authentic kinds of reading materials have to be presented for the students. So...hmmm...I think we've to revise our modules.

Researcher: Ok. Do you...uh...do you believe that...uh...it should be...uh...taught only from the module or you mean that you use some resources which are not part of the modules? (As part of may be developing students' reading skills.)

Teacher 05: For example, I've been using other texts to supplement the modules because as I told you the modules are not reporting authentic readings. So I'm supplementing the modules with other materials that I have here from the ELIC center or from the library and my personal notes. I bring those things to the classroom to supplement the modules.

Researcher: Ok, thank you...thank you. Question number seven: ***Transferring information from one form to another is a means to understand the text.***

How do you see this...transferring information from textual form to tabular form...from textual form to pictorial form...and things like that? They are known to help students' understandings and known to be means to understand the text well.

Teacher 05: Yea...yea. Information transfer is one of the skills that students have to exercise. Hmmm...there are some kinds of texts like this where students are expected to read the passage and transform information from the passage into tables or into diagrams and things like that; this will help them to comprehend the reading passage well. And you can also understand whether they have really understood the text or not. And they are very important tools to check students' understanding of the text.

Researcher: Ok. Thank you. Ok, question number eight: ***Word attack skill is an essential means to learn the meanings of unfamiliar words of a text and must be applied by teachers in reading lesson.***

Teacher 05: Students should have the skill of identifying meanings of words that they don't know by using the environment where the words found. As I told you earlier, I said that we should not define or give meanings of all words in the text and intentionally we have to bring some words which students do not know...uh...and by helping them use

the contexts, it can be repetition of the words...uh...it can be by different mechanisms, they must be able to guess meanings of words. So this will help them to tackle meanings of words in real life. So, we have to give them exercises where they are expected to guess meanings of words by using different guessing strategies.

Researcher: Ok...ok...Ooh, so...coming to the last question of may be the first section: ***Students' reading skills can be improved through effective teaching making use of varieties of techniques.***

You might have students who stagger in the middle of the reading text, who do not understand things easily. So, those students can be guided through using varieties of techniques. Do you agree or disagree?

Teacher 05: I agree with this. We have to give...we have to provide them with...uh...skills of different techniques. For example, you can ask them to get the general meaning of the text. This is what we call 'reading for the main idea'. Uh, this is one skill. So, we have to exercise them how they will get the general idea of the passage. If you remember when you've had a class observation last time, one question that I posed was...asking them to get the main idea of the text by reading the sub-headings, if you remember. So that's one way by which we help students to get the main idea of the passages. And the other one is...this is what we call 'skimming', and the other one is what we call 'scanning' where the students are expected to find out specific information in the text and I think we have seen when you were observing the class last time. So you ask them to find out specific information from the text and as you see I gave them time to this information...specific information and they were able to find them. So these are very effective and they have to be applied. We have to apply different techniques of reading the passages. These two are the major ones.

Researcher: Ok, very interesting. So coming to the second section...here I would like to ask you your beliefs and how you practice them in the classroom. Actually...uh...the above statements are also related with your beliefs and the practices...hmmm...so in wider context you may see the following questions. The first question here in the second section says, ***what would you say influences the way you approach reading in your teaching?***

Teacher 05: ....hmmm...h...ok. What would you say influences the way you approach reading in your teaching? ...Do you mean...my personal...uh...idea? Sorry.

Researcher: Your belief and may be ...uh...some of the variables that...that influenced your teaching of reading. Uh....uh....and things like that can be mentioned.

Teacher 05: For example, uh...I want my students to read silently. I do this because in real life readings people will not read aloud unless they are journalists and read news on the television or may be they have some people who lost their sight so that they will read to other people. In real life readings, we leave for ourselves and we do that silently and I encourage them to read silently. There are also bad habits of readings like producing sounds, lip-reading, and finger pointing kinds of things. So, I tried to discourage these kinds of activities. When I was doing my BA degree...when I was working for that, I actually worked on reading...one of the things that I tried to see was how to overcome these bad habits related to readings. So, I was doing that.

Researcher: So, ok...ok. Those were some of the challenges...some of the factors...uh...yea that affected your teaching of reading. So you used to discourage them? You still discourage them?

Teacher 05: Yea...yea. Encourage them the other way round.

Researcher: Ok. Is there anything apart from students' behavior? I mean something different from bad behaviors or habits? Is there anything different that influenced your teaching of reading...I mean other factor? Student related factor is one. May be text related factor, classroom related factor or things like that.

Teacher 05: Uh...if you take for example when you are in high schools, where there are shortages of materials, this will force you to tell them to share a module or a book or you can see in the high schools five or six pupil trying to read one material. The material for some pupil is upside down. Those kinds of things...but here as you see almost all of the students have their own modules as you have seen last time. So, most of the things are...uh... solved. That means, things that are related to textbooks are in the high schools not here because students individually have their own textbooks. So there is no problem like that and after that of course to help them understand the text, I ask them to work in groups. It means...hmmm...I want the skill...to integrate the skills after reading to speak, after speaking, they have to write things. So, that's to integrate the skills. Other than that, there's no problem.

Researcher: Ok. Thank you so much. Ah...the next question, ***have you tried out anything different in reading class? How successful has this been?*** Here, I think the question

should be clarified and *have you tried out any different way of teaching reading from the usual ones.* May be usually...uh...there is a pattern of teaching reading skills and have you tried out something which is different from...uh...what we know theoretically and which might be added into the theoretical part? And if you have tried something which is may be successful, how successful has this been?

Teacher 05: I was actually...not used but considering to use...uh...some...some of good strategies of teaching reading, especially there is a program that is started recently. This is called 'strategic instruction'...uh...this strategic instruction is used for teaching all of the language skills and this later strategy for teaching reading is I think very good but the modules as you see are not prepared in that way. So as I told you we have to revise these modules and also I'm trying somehow...trying to bring some other sources form my own or from other areas to them exercise as reading skills...I mean some other strategies of reading. For example, they read and talk, read and talk kind of strategy. They read just few line or just one or two paragraphs then they stop and they tell what they've got to their friends. Read and talk! Read and write! Kinds of things...hmmm...these are very important things. And they are now being introduced and the strategy is called *strategic instruction.*

Researcher: How similar and how different is this method of teaching with that of *reciprocal teaching* or *reciprocal reading?*

Teacher 05: This strategic instruction...is...I think both of them have pros and cons and as I think trying to use varieties of methods will help to address different needs of students because our students have different learning styles. So, to address these different learning styles I think it's better to exercise or to implement different teaching strategies. Uh...reading is not exceptional so when we teach reading, we have different students of different interests. So, when we use different strategies when teaching reading, this will help address different learners' styles.

Researcher: Ok...ok. Can we say that this method can be...uh... used...uh... in place of I mean the stages of teaching reading, or just one method in the stages, the phases of teaching...the phases: pre, while and post? So are they the methods that substitute the phases that have been explained? Hmmm...Are they the methods to be used in the phases or the stages?

Teacher 01: Strategic instruction has also stages. So, there are things that you do before they read. There are strategies that you apply before reading. There are strategies that you apply while the students are reading and there are also strategies that they are implemented after reading. There are strategies that you use also. So, it doesn't substitute that as I said but supplements.

Researcher: It supplements...so...hmmm...how successful is this strategy? Or haven't you measured so far?

Teacher 01: Hmmm...hmmm...you see we are giving trainings to schools and vicinity in the nearby woredas. The materials by the way from grades five to eight are prepared by this method, the method that I'm telling you now. We're training here by the previous teaching reading skills but the prepared are in line to this new strategy. So, they found it very...very interesting, especially the teachers that came for training because they were in problem when they are there, ok? But when we introduced this strategic instruction, uh...they found it very relevant because the examples are taken from grades five to eight. And...and they really wanted this strategy they told us to quickly make the strategies accessible to all other teachers that are assigned in teaching English from grades five to eight.

Researcher: So, are you the only colleague in here to train teachers of the nearby school or all instructors of the college are involved in this training?

Teacher 05: As I think almost all of us are involved. We organized the workshops here, in Yirgalem twice. Uh... so people were coming from different zones of the region, especially in our catchment areas. So, some of them for example, are from Sidama zone, Halaba on one time and the other round people from Gedeo and other places. So in this way we are trying to make this strategy accessible to all teachers because the materials are prepared in line to this strategic instruction method.

Researcher: Ok, ok. Thank you so much. Hmmm... coming to the second from the last (may be second or third): ***Have you noticed anything about your students' learning of reading?*** You might have seen students who didn't read or who couldn't understand what has been written in paragraph form or in short text form. And have you tried to see students who started to learn reading?

Teacher 05: The students that we have here...hmmm... are very...very varied. Some of the students if they are guided they can easily improve their reading but some of them

have very poor reading skills. So hmmm...we are trying hard to just...uh...try to close the gap because some are very outstanding and they can quickly comprehend or extract the meaning of the passage when you give them appropriate pre-reading, while-reading and post-reading activities. But some are even if you do these things...some are terribly at odds, they are in difficult situation to understand the text. So, we are trying to help those who are very weak, by organizing certain tutorial classes. But now we are very much occupied/overloaded with...so this first semester, we couldn't perform this kind of things effectively. But I think we should give some tutorial classes for these kinds of students because the gap is very large.

Researcher: Ok. Thank you very much. The next question: ***to what extent do you feel you have explored different ways of teaching reading? Can you explain?*** ...I think you have answered this question but if you'd like to add some more you can say something.

Teacher 05: I'm trying to apply different skills of reading...uh...uh...as I said I've also worked my degree on reading, my BA thesis in reading. So, this has helped me a lot in teaching reading and we have enough materials that help us to teach reading and we are making use of these different resources and I'm doing my best to help them read.

Researcher: Ok. Thank you very much. Ok, the last question of this section will be your recommendation. ***What is your recommendation regarding teaching reading skills in the college?***

As you have said, the level of students is not the same. They are very much...uh...very much different. So, very good students are there, very weak students are there, medium students are there. So...um... what is your recommendation totally to improve...students' reading capacity and ...uh...to improve the entire reading skills of students? What's...what's your recommendation?

Teacher 05: My recommendation is that...uh...as you might know there is a subject that's called study skills, here. It focuses on how students improve their reading and I don't think this is given to all of the students but if we have done enough on that, that is one way to improve...to help our students to improve their reading because it has the basics of reading skills. That's one and the other one is...uh...we can also make...hmmm...fictions, short stories and other things available here so that the students will be encouraged to read. To read...they have to read! Reading skill comes from reading. If you don't read, you will not read. So ...hmmm...we have to help them,

we have to bring them authentic materials, interesting materials to them. When they exercise reading, they start to appreciate it, they start to like it. So we have to make them want to read, that is to expose them read materials. I think we have to make these interesting materials available to them. And the other one is we have to arrange tutorial classes to those students who are very weak so that they will be able to improve their reading skills.

Researcher: Thank you so much...it's really good to have you here...to be interviewed and give me this information...You've been very much helpful. So, I'm very much thankful to you and ...thank you...thank you.

Teacher 01: My pleasure.

APPENDIX G: CORRELATIONS WITH SUB PARTS

		Text selection and general understanding	Inventory of teachers' knowledge	Inventory of teaching techniques	Inventory of skills	Text usage	Pre-reading	Reading	Post reading
Text selection and general understanding	Pearson Correlation	1	.148	.742(*)	.813(**)	-.153	.271	.049	-.200
	Sig. (2-tailed)		.684	.014	.004	.806	.659	.938	.747
	N	10	10	10	10	5	5	5	5
Inventory of teachers' knowledge	Pearson Correlation	.148	1	.519	-.200	-.167	-.102	-.080	.327
	Sig. (2-tailed)	.684		.124	.580	.789	.870	.898	.591
	N	10	10	10	10	5	5	5	5
Inventory of teaching techniques	Pearson Correlation	.742(*)	.519	1	.650(*)	-.295	-.266	-.344	-.386
	Sig. (2-tailed)	.014	.124		.042	.630	.665	.571	.521
	N	10	10	10	10	5	5	5	5
Inventory of skills	Pearson Correlation	.813(**)	-.200	.650(*)	1	-.034	.084	-.044	-.421
	Sig. (2-tailed)	.004	.580	.042		.956	.893	.944	.480
	N	10	10	10	10	5	5	5	5
Text usage	Pearson Correlation	-.153	-.167	-.295	-.034	1	.697	.881(*)	.764
	Sig. (2-tailed)	.806	.789	.630	.956		.190	.049	.133
	N	5	5	5	5	5	5	5	5
Pre-reading	Pearson Correlation	.271	-.102	-.266	.084	.697	1	.948(*)	.802
	Sig. (2-tailed)	.659	.870	.665	.893	.190		.014	.103
	N	5	5	5	5	5	5	5	5
Reading	Pearson Correlation	.049	-.080	-.344	-.044	.881(*)	.948(*)	1	.891(*)
	Sig. (2-tailed)	.938	.898	.571	.944	.049	.014		.042
	N	5	5	5	5	5	5	5	5
Post reading	Pearson Correlation	-.200	.327	-.386	-.421	.764	.802	.891(*)	1
	Sig. (2-tailed)	.747	.591	.521	.480	.133	.103	.042	
	N	5	5	5	5	5	5	5	5

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).

APPENDIX H (1): TEACHERS' BELIEFS INVENTORY- APPROACHES TO ESL INSTRUCTION

***Direction*: Please read all 15 questions. Then select 5 statements that most closely reflect your beliefs about how English as a second language is learned and how English as a second language should be taught.**

1. Language can be thought of as a set of grammatical structures which are learned consciously and controlled by the language learner.
2. As long as ESL students understand what they are saying, they are actually learning the language.
3. When ESP students make oral errors, it helps to correct them and later teach a short lesson explaining why they made that mistake.
4. As long as ESL students listen to, practice, and remember the language which native speakers use, they are actually learning the language.
5. ESL students generally need to understand the grammatical rules of English in order to become fluent in the language.
6. When ESL students make oral errors, it usually helps them to provide them with lots of oral practiced with the language patterns which seem to cause them difficulty.
7. Language can be thought of as meaningful communication and is learned subconsciously in non-academic, social situations.
8. If ESL students understand some of the basic grammatical rules of the language they can usually create lots of new sentences on their own.
9. Usually it is more important for ESL students to focus on what they are trying to say and not how to say it.
10. If ESL students practice the language patterns of native speakers they can make up new sentences based on those language patterns which they have already practiced.
11. It is important to provide clear, frequent, precise presentations of grammatical structures during English language instruction.
12. Language can be described as a set of behaviors which are mastered through lots of drill and practice with the language patterns of native speakers.
13. When ESL students make oral errors, it is best to ignore them, as long as you can understand what they are trying to say.
14. ESL students usually need to master some of the basic listening and speaking skills before they can begin to read and write.

15. It's not necessary to actually teach ESL students how to speak English, they usually begin
speaking English on their own.

APPENDIX H (2): TEACHERS' BELIEFS INVENTORY- BELIEFS ABOUT LANGUAGE LEARNING

Read the following statements about language learning. For each statement indicate if you agree or disagree with the statement (1 = strongly agree; 2 = agree; 3 = neutral; 4 = disagree; 5 = strongly disagree). For numbers 22 and 23, circle your answer.

1. It is easier for children than adults to learn a foreign language.
2. Some people have a special ability for learning foreign languages.
3. Some languages are easier to learn than others.
4. People from my country are good at learning foreign languages.
5. It is important to speak English with excellent pronunciation.
6. It is necessary to know about English-speaking cultures in order to speak English.
7. You shouldn't say anything in English until you can say it correctly.
8. It is easier for someone who already speaks a foreign language to learn another one.
9. People who are good at mathematics or science are not good at learning a foreign language.
10. It is best to learn English in an English-speaking country.
11. The most important part of learning a foreign language is learning vocabulary words.
12. It is important to repeat and practice a lot.
13. Women are better than men at learning foreign languages.
14. If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.
15. The most important part of learning a foreign language is learning the grammar.
16. It is easier to speak than understand a foreign language.
17. It is important to practice with cassette tapes.
18. Learning a foreign language is different than learning other academic subjects.
19. People who speak more than one language are very intelligent.
20. Everyone can learn to speak a foreign language.
21. It is easier to read and write English than to speak and understand it.
22. English is

(a) a very difficult language

(b) a difficult language

(c) a language of medium difficulty

(d) an easy language

(e) a very easy language

23. If someone spent one hour a day learning a language, how long would it take them to speak the language very well?

(a) less than a year

(b) 1-2 years

(c) 3-5 years

(d) 5-10 years

(e) You can't learn a language in 1 hour a day

DECLARATION

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

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