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**EFL TEACHERS' BELIEFS OF TEACHING READING AND THEIR
CLASSROOM PRACTICES**

**BY
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SCHOOL OF GRADUATE STUDIES**

**EFL TEACHERS' BELIEF OF TEACHING READING AND THEIR
CLASSROOM PRACTICES: A CASE OF 5 EFL GRADE 11
TEACHERS IN HAWAS PREPARATORY SCHOOL**

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TABLE OF CONTENTS

Contents	Pages
Acknowledgments	I
Table of Contents	II
List of tables	V
Abstract	VI
CHAPTER ONE: INTRODUCTION	
1.1. Background of the Study	1
1.2. Statement of the Problem.....	3
1.3. Objectives of the Study.....	6
1.3.1. General Objective	6
1.3.2. Specific Objectives	6
1.4. Significance of the Study	6
1.5. Scope of the study.....	7
1.6. Limitations of the Study.....	8
1.7. Operational Definition	8
CHAPTER TWO: REVIEW OF RELATED LITERATURE	
2.1. Concept of Beliefs.....	9
2.2. Understanding Teachers' Belief	11
2.3. Sources of Teachers' Belief.....	14
2.4. The Relationship of Teachers' Beliefs and Language Practices.....	16
2.5. Teaching Reading Practices and Teachers' Belief	18
2.6. Conceptions and Reasons for Reading	20
2.6.1. Pedagogical Implications of Reading Models	23
2.6.2. Classroom Reading Stages	25
2.6.3. Techniques/ Strategies of Teaching Reading	26
2.7. Students' Belief System	28
CHAPTER THREE: RESEARCH METHODOLOGY	
3.1. Research Design.....	29
3.2. Sampling	29
3.2.1. School	29

3.2.2. Teachers	30
3.3. Instruments.....	31
3.3.1. Questionnaire	31
3.3.2. Interviews.....	31
3.3.3. Classroom Observation	32
3.4. Data Collection Procedure	33
3.5. Data Organization and Analysis	34
CHAPTER FOUR: PRESENTATION AND DISCUSSION OF DATA	
4.1. Data from the Questionnaire.....	36
4.1.1. Teachers' Beliefs about Teaching Reading	36
4.1.2. Reasons for Teaching Reading	38
4.1.3. Frequency use of Pre-Reading Techniques.....	40
4.1.4. Frequency use of While-Reading Techniques	42
4.1.5. Frequency use of Post- Reading Techniques	43
4.1.6. Summary of Data from Questionnaire.....	44
4.2. Data from the Interviews	45
4.2.1. Teachers' Belief and Its Influence in Practice	45
4.2.1.1. Teach Reading as Important as other Skills.....	46
4.2.1.2. Teach Reading to Develop Fluency	48
4.2.1.3. Teach Reading for Pronunciation Improvements	49
4.2.1.4. Handle Students Reading Profile	50
4.2.1.5. Teaching Grammar	52
4.2.1.6. Teach Vocabulary in Teaching Reading.....	53
4.2.1.7. Teachers' Training in the Teaching of Reading	54
4.2.2. Summary of Data from Interviews	55
4.3. Data from Classroom Observations	55
4.3.1. Reading Stages and Techniques of Presentation	56
4.3.2. Reasons of Teaching Reading.....	57
4.3.3. Arouse Motivation and Lesson Preparation.....	58
4.3.4. Teaching Materials and Learners' Involvement	59
4.3.5. Summary of Data from Observation.....	60
4.4. Discussions of the Finding.....	60

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions.....63

5.2. Recommendations.....64

BIBLIOGRAPHY66

APPENDIX A Background Information of Samples70

APPENDIX B Questionnaire for Teachers.....71

APPENDIX C Teachers’ Interview76

APPENDIX D Observation Checklist77

APPENDIX E Interview Transcript79

APPENDIX F Summary of Observation Checklist 84

LIST OF TABLES

	Page
Table 1. Responses about Teachers' Belief of Teaching Reading	36
Table 2. Responses of Reasons for Teaching Reading	39
Table 3. Responses to Frequency use of Pre-Reading Techniques	40
Table 4. Responses of Frequency use of While-Reading Techniques	42
Table 5. Responses to Frequency use of Post-Reading Techniques	43

ABSTRACT

Teachers' beliefs affect not only their teaching, but also filter new input, suggesting significant implications for the implementation of educational innovations and teacher development.

This research assesses teachers' beliefs of teaching reading and their classroom practices in EFL. A case study of 5 EFL teachers from Hawas Preparatory School in Adama selected purposefully and conveniently. One of the data gathering instruments in this case study was a questionnaire that asks the participants' beliefs of teaching reading related to the classroom practices and how these beliefs influence their classroom practices in teaching reading. In addition to the questionnaire, semi structured interviews were held to examine their beliefs in detail. Finally, in order to see whether participants' beliefs of teaching reading matched with their actual practices in their classrooms or not, the participants were observed and recorded.

The classroom observations as well as the recordings were also examined by the researcher, and the data were verified. The analysis of responses of participants recorded classroom observations and interviews were presented qualitatively in the findings section and the questionnaire was presented quantitatively though percentage is not preferred.

Results of the study showed that EFL teachers hold their own belief system of teaching reading; however their belief was incongruently implemented in the classroom. Finally, the study provides some recommendations to the subjects which could help to improve their everyday classroom practices to ongoing critical reflection. So, this can help them to be conscious about their belief and motivated to reconcile with their practices to provide effective teaching reading.

CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

Research on teacher belief system and goals is common in educational research, as is it on teacher practice, but pursuing the relationship between them has only recently been considered as an important issue of language education. It has been established that teachers' beliefs' about English, teaching and learning have a significant influence on their instructional practices Calderhead (1996).

Teachers' belief systems and practices are important for understanding and improving educational processes. According to Borg (1998), a program which incorporates teachers' classroom behaviours and the rational behind them are particularly influential. Teachers' practice is shaped by their beliefs about ELT and the role beliefs play in teaching, in our case teaching reading. The study of teachers' belief is currently viewed by many educational researchers as a paradigm shift in research on teaching. More recently, teachers educators began to realize that educational courses based on the transmission of methods and approaches are expected to play significant role in foreign language teaching. In line with this, Woods (1995:195) comments:

The gap between (beliefs) theory and practice is getting wider and wider in education in general and language teaching in particular. This chief determinant of teacher behaviour in class is his or her theory-in-action commonly defined as the set of tacit beliefs and values about what constitutes effective foreign language teaching and learning.

According to Nunan (1989), the correlation between beliefs and practice is a significant area of research and has increasingly attracted attention in recent years of reading professionals. He also concludes that even among teachers who were highly qualified and trained and had clear goals for reading classes, only few opportunities were created in for effective reading. This suggests that discrepancies exist between teachers' beliefs and their actual classroom performances.

In referring to beliefs as a personal knowledge, Kagan (1992) argues that much of a teacher's professional knowledge can be more accurately regarded as belief. It is believed that as a teacher's experience in the profession increases, this knowledge grows richer and more coherent and forms a highly personalized belief system that constrains the teachers' perception, judgment, and behaviour.

Different researches indicate that teachers are strongly influenced by their beliefs. It is undeniable that their beliefs in turn influence their teaching learning process in the classroom. Williams and Burden (1997) for example, point out that beliefs are far more influential than knowledge in determining how individuals organize and define tasks and are better predictors of teachers' behavior in class. Teachers are expected to analyze their deep-rooted beliefs about how the languages are learned and interpretation is made will determine their classroom action more than any methodology employed.

In trying to understand how teachers deal with teaching reading, it is necessary to examine teachers' beliefs and thinking processes of teachers which constitute classroom actions. According to Johnson (1994), educational research on teacher beliefs shares three basic assumptions: Teacher beliefs influence perception and judgment; they play a role in how information on teaching is translated into classroom practices and understanding teacher beliefs is essential to improving teaching practices and teacher education programs.

Despite the fact that studying teacher beliefs prove to be most valuable, studies aimed at understanding the beliefs of teachers have been uneasy Clark and Peterson (1986) in Pajares (1992:314) agree that: Teachers' theories and beliefs represent a rich store of knowledge, and argue that teachers make sense of their world and respond to it by forming a complex system of personal and professional knowledge.

Furthermore, research on language teachers' belief suggests that teachers tend to develop their knowledge and understanding in the course of their reflective practice Borg (2003). A number of areas have been identified as those through which teachers develop their

language teaching principles, such as their belief systems or personal theories that teacher held regarding the nature of the broader educational process, the nature of language how it is taught and learned Breen et al (2001). It is understood that professional education which shapes trainee teachers' belief and ignores the teachers' earlier beliefs may be less effective at forming the later beliefs.

Though language teaching is traditionally seen from the teachers' point of view, learners' situated and dynamic nature of activities also bring their own beliefs, goals, attitudes and decisions to language learning classes. Horwitz's (1987:38) research focused that:

Some beliefs are probably shaped by students' previous experiences as language learners, and other beliefs are probably shaped by students' cultural background, have been widely accepted and supported by many other language learning researchers.

Richards and Lockhart (1994) agree that beliefs are built up gradually over time. There is a debate on belief that it consists of both subjective and objective dimensions and help as background to teachers' decision making and classroom action. Beliefs strongly influence both perception and behavior. Pajares (1992) claims that their filtering effect "ultimately screens, redefines, distorts or reshapes subsequent thinking and information."

This paper, then, is designed to assess EFL teachers' belief system of teaching reading and how far this belief is implemented in practice in the classroom. This is in the belief that how further the five selected EFL teachers and students of grade 11 contribute effective way of teaching reading for academic purposes.

1.2. Statement of the Problem

It has long been recognized that teachers' belief system has a paramount significance to language teaching. The interest of focusing on teachers' belief of teaching reading and to what extent these belief systems influence classroom practice is emanated from: In the first place, there is a little research was carried out onto ELT teachers' belief of teaching reading and whether they implement their beliefs in action. Furthermore, which is the

base for this research is that the present researcher's experience is concerned. It is agreed that there is incongruence between their belief and what actual they do in classroom. This may be partly due to the textbook factor, background knowledge and students' interest. Teachers are expected to implement the procedures in the syllabus. There may be also lack of trainings on the specific areas.

One of the local researchers on belief system is Berhanu (2008). He designed to investigate beliefs and actual classroom practices of three EFL instructors of Bonga College of Teacher Education with regard to grammar instruction. The finding was designed on the qualitative case study model. Instrumentations used to collect data were semi-structured interview, classroom observation and post-lesson discussions. The finding suggests that instructors' belief system of grammar teaching were not often reflected in their classroom practices.

The other one is Abiy (2000), who studied on the relationship between teachers expressed beliefs and classroom practice about oral error correction on 1st year students of Ethiopian university colleges. He employed the qualitative case study and his finding reveals that there is incongruence between what teachers' think they do and what they actually do. It is also reported that this mismatch has an adverse effect on the teaching learning process.

The researches conducted out side the country, in the areas of belief and their actual practice related to the present topic is focused. Research entitled "Beliefs of Teachers Reading Strategies and Their Classroom Activities" was carried out by Gardener (1996). The major objective of the study was to find if there is a mismatch between what the teachers believe about teaching reading strategies and what they actual perform in the classroom. The final result of the finding shows that there is no such significant difference between what they think and they do. The other available work on the area of belief system is Chou's (2008) in China. The major purpose of the study was designed to explore the belief system of university instructors on teaching theoretical aspect of reading and to what extent these beliefs influence their practices. Methods of data

collecting tools were open-ended questionnaire and classroom observation. And finally, the researcher has come up with the instructors' belief of teaching reading theory do mismatch with what they reflect in the classroom due to various factors, such as background and interest of learners.

The present researcher is interested to study EFL teachers' belief of teaching reading and their classroom practices to fill a gap. In the first place, investigating teachers in beliefs point of view is an important issue that really uses as an 'engine' in education in general and language teaching in particular. Next to that, research done in the area of teachers' belief system of teaching reading and classroom practice appears in the country to be scanty. Lastly, it is significant to deal with the differences and relationships of the present study with that of the previous and to show the gap the present researcher is going to fill.

Thus, it is realized that both are similar in that the previous researchers and the present researcher intend to fill the gap of what is thought in theory with what is actually happening in the classroom. They have made an effort to crosscheck whether teachers are implementing what they have in mind or doing the vice versa. The main difference that the present researcher has come up with that: The study might add some new knowledge and unfamiliar information. Its research design and organization is qualitative and quantitative case. The previous findings setting is on college and universities whereas, the present research is in preparatory level. The current study is employed in the environment where the researcher has full experience about the problem.

This is the area that the present thesis study wants to bridge. Thus, it is convincing to investigate the deviation of teachers' belief system of teaching reading in actual classroom practices. Therefore, taking into consideration the importance of reading in learners' academic achievement, the role of teachers' beliefs in teaching reading and their classroom practices and scarcity of research in the topic of beliefs of reading tasks, the present study aims at identifying what is their belief on foreign language, how they think reading takes place and their concerns about using reading tasks in the classroom.

1.3. Objectives of the Study

1.3.1. General Objective

The major objective of this study is to assess teachers' belief system of teaching reading and their actual classroom practices. It also sheds some light on to what extent EFL teachers are aware of the importance of belief of teaching reading in the relevant instructional practices.

1.3.2. Specific Objectives

This study specifically attempts to:

- find out EFL teachers' belief systems of teaching reading in classroom.
- examine if there are any mismatch between their beliefs and their actual practices in reading class.
- assess factors which might hinder teachers to implement their beliefs about teaching reading in classroom practices.

1.4. Significance of the Study

The finding of this study is hoped to serve the following concerned bodies to exert efforts and introduce changes to the teaching reading of English at the preparatory level. In the first place, the finding of the study might give information about the problems teachers face in understanding of their belief system and its implications to teaching reading in practices and it may also serve for teacher training institutions as an input to include teachers' belief system of teaching reading courses, seminars and refresher course so as to train teachers to promote effective reading.

The findings of this study may also serve as an input for material writers to have an insight about factors that could impede teachers not to practice their belief systems about teaching reading. It could also give an opportunity to replicate the study on the same skill on another grade, other skills or disciplines. In addition, teachers could have an awareness to relate their belief of teaching reading and their classroom practices.

1.5. Scope of the Study

The study is delimited to only one preparatory school of Adama, where the researcher has an experience of working. The selected preparatory school enabled the researcher to have frequent communication with participants during data gathering.

Since belief systems are unobservable and needs length of time, the study is only confined to Grade 11 EFL teachers' belief system of teaching reading skill. Focus has been given to Grade 11. This is because it is the level where higher institution education lays its foundation. Furthermore, students start to realize the significance of reading than other skills for the academic purpose in higher institution. The majority of learning teaching process would take place through reading in preparatory school. So, the teacher has big responsibility to facilitate his/her students to read with understanding starting from this grade level.

1.6. Limitations of the Study

This study was not free from limitations. It became uneasy to incorporate all EFL teachers of Grade 11 in the school. Only 5 of the EFL teachers among 12 were included in this study. Had it been included more teachers than this, the researcher could have more data than what has found now. However, efforts were made to make the findings transferable through hard working and an investigation in depth. The other limitation was some discussants were found to be reluctant to be recorded. But this was minimized by putting maximum effort and forming rapport relationship. Since qualitative methodology

is also used, data gathering and its interpretation took place side by side; it needed thorough description and patience.

1.7. Operational Definitions

Belief: A belief is a proposition which may be consciously or unconsciously held, is evaluative in that it is accepted as true by the individual, and is therefore imbued with emotive commitment; further, it serves as a guide to thought and behaviour Borg (2001).

Reading: Reading is the receptive process of written communication and a psycholinguistic process in which it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs Goodman, (1995). It is an “interactive” process between a reader and a text which leads to reading fluency.

Classroom practices: A classroom is a complex culture (Geertz, 1973; Lieberman, 1992) cited in Getachew Asrat (1996) in which the teachers and students explore, negotiate, and assemble personal knowledge, beliefs, and interpretations of their environments through ongoing epistemological processes .They are based on some logical system beliefs in which teachers and students perform a sort of actions of education programmes in general or English language to the specific.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

This chapter is devoted to discussing salient issues of teachers' belief system of teaching reading and to what extent these beliefs are implemented in classroom practices. The works of prominent scholars both in education and ELT are investigated and cited as much as possible. It presents details about the concepts of belief, understanding teachers' beliefs, reading models and stages and classroom practices.

2.1. Concept of Beliefs

The concept of belief system has been a common feature of research in education for the past decades however, it has only recently come in to favour in ELT Borg (2001). Despite of the fact that it is popular, there is yet no consensus on its meaning. Various terminologies, such as "practical knowledge" Elbaz (1981), "conceptions" and "implicit theories" National Institute of Education (1975) cited in Clark and Peterson (1986, p. 287), representing somewhat overlapping conceptions of beliefs, generally center on the distinction between belief and knowledge. Scholars defined the concept differently but the message conveyed is more or less the same.

Clark and Peterson (1986) cited in Richards and Lockhart (1996) agree that beliefs are complex and eclectic, and suggest that there are wide variations in teachers' belief systems even among those who are committed to the same educational practices. Whether belief is held consciously or unconsciously, it is always accepted as true by an individual. It is "imbued with emotive commitment" Borg (2001: 186) serving further as a guide to thought and behaviour.

Belief systems may be derived from other sources like established practices, experiences, teachers' personality factors, educational principles, research-based evidence, and principles derived from an approach or method Richards and Lockhart (1996). Invariably Borg (2001:186) defined beliefs as:

A Proposition which may be consciously or unconsciously held; is evaluative in that it is accepted as true by the individual, and is therefore imbued with emotive commitment; further, it serves as a guide to thought and behavior.

According to Woods (1996) belief refers to: acceptance of a proposition for which there is no conventional knowledge, one that is not demonstrable, and for which there is accepted disagreement.

He also states that knowledge, assumptions and beliefs (BAK) are a part of a single system, where the more belief characteristics that exist, the more we can think of a structure as a belief rather than knowledge. Since, beliefs, assumptions and knowledge are seen not as distinct concepts but as points on a spectrum of meaning (ibid: 195).

Although the main aim of this research is to deal with belief system of teachers teaching reading and their classroom practices, it is tried to indicate not only the typical concept of belief but also the interconnection of belief and knowledge and their critical differences in the literature part. Pajares (1992) suggests the following synthesis of beliefs drawn from his review of the literature on the topic. It is thought that understanding of each concept has its own value for the details of the study.

Thus, beliefs are usually formed early. In fact, the earlier a belief is incorporated into the belief structure, the more difficult it is to alter. Newly acquired beliefs are most vulnerable to change. They appear to be self-perpetuated and resistant to change. They tend to be preserved even against contradiction caused by reason, time, schooling, or experience. In addition, individuals tend to hold on to beliefs based on incorrect or incomplete knowledge even after scientifically correct explanations are presented to them. This is the reason why beliefs appear to be static, resistant to change and are generally not affected by reading and applying the findings of educational research.

People develop a belief system that houses all the beliefs acquired through the process of cultural transmission. Beliefs are prioritized according to their connections or relationship to other beliefs. Woods (1996) speculates that the more teachers' beliefs are

interconnected with other beliefs they are more difficult to change. So, they play a key role in defining tasks and selecting the cognitive tools with which to interpret, plan, and make decisions regarding such tasks. Therefore, they play a critical role in defining behaviour and organizing knowledge and information.

The relationship between beliefs and behaviour of teaching has found that how teachers behave in the classroom strongly influenced by what they believe. Beliefs play an important role in many aspects of teaching. They are involved in helping individuals make sense of the world, influencing how new information is perceived, and whether it is accepted or rejected Brown (1994). It is believed that beliefs have their own features as non-consensual, evaluative, having a high degree of episodic/anecdotal material and strength and they have unclear boundaries and a high degree of overlap.

In general, one can learn that beliefs are conceived ideas or values accepted as true by an individual that could guide him or her. Invariably, language teachers and students are influenced by their beliefs while they reflect their knowledge.

2.2. Understanding Teachers' Belief

It is agreed that teachers hold different beliefs about their students and teaching. Pajares (1998) reveals that teachers' evaluative constructions have a profound influence on their classroom practices. Educational research has provided rich support to assert that teacher's classroom performances which are determined by their belief system to a substantial degree. Teachers come to the classroom with their own system of beliefs and, to some extent, these determine many of the choices they make in relation to what and how they teach. He points out, "Individuals are often unwilling or unable to represent their beliefs," in other words; stated beliefs or practices by no means dictate the actual practices in class or spell out their thoughts completely.

Studies of teacher beliefs reveal that teachers have beliefs about all aspects of their work. Teacher beliefs refer to teachers' pedagogical beliefs that have great relevance to individual's training. Calderhead (1996) in Borg (2001) argues that there are five main

areas in which teachers have been found to hold significant beliefs including beliefs about learners and learning, teaching, subjects or curriculum, learning to teach, and about the self. He also notes that these five areas are closely related and may well be interconnected. The structure of teachers' beliefs is by no means uniform or simple. According to Pajares (1992) as cited by Abiy (2000) teacher beliefs encompasses beliefs about students and the learning process, about the role of schools in society, and about teachers themselves.

The influence of teachers' pedagogic beliefs on their classroom behaviour, for example, Woods (1996) study of ESL teachers in North America, and Borg's (1998) a case study of a practising EFL teacher's beliefs about and knowledge of grammar teaching. The results of the findings indicate that the teachers' belief system and their actual classroom practices become incongruence.

Teachers' beliefs about teaching learning affect everything they do in the classroom. Deep-rooted beliefs affect their classroom actions more than a particular methodology they are told to adopt or course-book they follow Williams and Burden (1997: 57). Language teaching and learning have been described in terms of what teachers and students do; in terms of the actions and behaviors which teachers carry out in the classroom and the effects of these on learners Richards and Lockhart (1994). Teachers' tacit beliefs about teaching and learning constitute the main component of the knowledge base of teaching English as a foreign language El-Okda (2005) cited in Berhanu (2008). Duffy and Anderson (1986) in their study of eight reading teachers, found that only four of them consistently employed practices that directly reflected their beliefs and Yim (1993) studied on teachers' expressed belief about the role of grammar in language teaching were not noticeable in their classroom practices cited in Richards (1998).

Researchers in different fields have come up with different meanings for the concept Pajares (1992), and even the educational research community has been unable to adopt a specific working definition. As previously explained, the concepts of different definition

convey the same meaning. According to Richards and Schmidt (2002, p.541), teachers' beliefs are:

... ideas and theories that teachers hold about themselves, teaching language, learning and their students. Teachers' beliefs are thought to be stable constructs derived from their experience, observations, training and other sources and serve as a source of reference when teachers encounter new ideas, some items impeding the acceptance of new idea or practices. They also serve as the source of teachers' classroom practices and form a system or net work that may be difficult to change. In teacher education a focus on belief is considered important since teacher development involves the development of skills and knowledge as well as the development or modification of belief system.

The teaching repertoire of any individual teacher is an amalgam of beliefs, assumptions and knowledge (BAK). These elements make up the person's unique 'teaching schemata'. The role of beliefs is particularly powerful. Williams and Burden (1997: 56) report "a growing body of evidence to indicate that teachers are highly influenced by their beliefs, which in turn are closely linked to their values, to their views of the world and to their conceptions of their place within it."

According to Richards and Lockhart (1994), the contexts and environments of teachers' work make beliefs especially potent for defining tasks and organising the relevant knowledge. Teaching frequently involves dealing with ill-structured problems characterised by a large amount of information, open constraints and the absence of a single correct solution. Indeed, "research on teacher belief suggests that the most significant characteristic of classroom teaching is its much uncertainty" Kagan (1992:79). She also states research on teachers' beliefs pointed consistently to two generalisations. Teachers' beliefs are relatively stable and resistant to change and tend to be associated with a congruent style of teaching. She argued that teachers' judgments about their work depend upon the particular students with whom they are working, the content to be taught and their own prior experience and related beliefs.

Pajares (1992) cited several sources in support of the assumption that “beliefs are the best indicators of the decisions individuals make throughout their lives” (p. 307). He summarizes research on teachers’ beliefs as suggesting:

a “strong relationship between teachers” educational beliefs and their planning, instructional decisions, and classroom practices” and that “educational beliefs of pre-service teachers play a pivotal role in their acquisition and interpretation of knowledge and subsequent teaching behaviour”. In his view, beliefs are ‘far more influential than knowledge in determining how individuals organise and define tasks and problems and are stronger predictors of behaviour”.

In his review of this aspect of Nespor’s (1987) work, cited by Calderhead (1996) who noted that “pre-service teachers use episodic images as recipes for action but do not have the knowledge to question or modify them before or during the task at hand”.

To sum up what has been raised before, however, teachers’ beliefs are difficult to examine because beliefs generally are not observable, they are important to our personal and professional lives Nespor (1987) cited in Borg (2003:1). Beliefs play an influential role in the appraisal and acceptance or rejection of new information and memory processes such as the retrieval and recognition of an event by an individual. It is for these reasons that this study focuses on teachers’ beliefs system of teaching reading and their facilitation of students’ comprehension at before, during and after reading of classroom practices.

2.3. Sources of Teachers’ Belief

Richards and Lockhart (1994) state that teachers’ belief system are founded on the goals, values, and beliefs teachers hold in relation to the content and process of teaching and understanding of the systems in which they work and their roles within it. These beliefs and values serve as the background to much of teachers activities. Richards summarizes that teachers’ belief system are derived from a number of different sources:

- Formal language learning experience. What teachers believe in one way or another is the reflection of how they themselves were taught. Their past formal

experience as a learner is considered as a source of beliefs. Borg (2003) argues that many teachers' beliefs come from personal experiences as a learner.

- Informal language learning experience. Teachers' informal learning experience has its own impact to create beliefs in their entire life. For instance, if a teacher during his or her learning time informed that informal communication can not motivate learners as the formal ones, he or she develops that the informal language learning is less important for communication. Pajares (1992) notes that early experiences strongly influence final judgments, which in turn become theories or beliefs that are highly resistant to change.
- Images of themselves as teachers. For many teachers the way they consider themselves as a teacher is a belief about teaching learning process. Some teachers, for example imagine themselves as a fountain of knowledge whereas others consider themselves as if they know little. So, this is one of the sources of their beliefs.
- The teacher preparation program. For many teachers preparation is the beginning in teaching. The way they prepare themselves can explain what he or she intends to accomplish. After its accomplishments whether positively or negatively, they take it as a belief.
- Schooling experience. All the activities performed in the process of teaching learning in the school have their own experience on the teachers.
- Experience of teacher education. Teachers may draw on their understanding of a learning principle in psychology, or second language acquisition and try to apply it in the classroom.
- Principles derived from an approach or method. Teachers may have beliefs on particular approach or method in terms of its effectiveness and try to apply it in their classrooms.
- Practical teaching experience. In the school or in any institution where teaching learning takes place certain teaching styles and practices takes place.

Borg (2003:10) strongly argues that:

When we speak about the influence of early educational experiences on teacher cognition the fact that a lot of this learning takes place outside the school cannot be ignored. The role of family, parents, other important people and events has not been given as much attention as formal education settings.

To conclude, the literature examines in this section indicates that teachers' beliefs are shaped by their personal early experiences at home, school or formal training. It has also been established that the earlier a belief becomes imbedded into the belief structure the more difficult it becomes to alter.

2.4. The Relationship of Teachers' Beliefs and Language Practices

According to Freeman and Johnson (1998), "teachers are not empty vessels waiting to be filled with theoretical and pedagogical skills; they are individuals who enter teacher education programs with prior experiences, personal values, and beliefs that inform their knowledge about teaching and shape what they do in their classrooms" (p.401). Furthermore, Kagan (1992) affirms that beliefs may be "the clearest measure of a teacher's professional growth" and that studying them is "instrumental in determining the quality of interaction one finds among teachers in a given school" (p.85).

There is now agreement in general education studies that teaching is a cognitive activity and that teachers' belief system greatly impact their instructional decisions in the classroom while teaching a language or any discipline Stern (1981). Within second language education, teaching is also now viewed as a complex cognitive activity Borg (2003). He suggests, teachers are active, thinking decision-makers who make instructional choices by drawing on complex practically-oriented, personalized, and context-sensitive networks of knowledge, thoughts and beliefs. These beliefs are said to form a structured set of principles and are derived from a teacher prior experiences, school practices, and a teacher individual personality.

Indeed, research has indicated that teachers possess a vast array of complex beliefs about pedagogical issues including beliefs about students and classroom practices Borg (1998 and 2003), Burns (1996). For instance, Stern (1983) states what teachers do in the classroom is said to be governed by what they believe and these beliefs often serve to act as a filter through which instructional judgments and decisions are made. This belief system would enable him or her in facilitating the teaching either properly or wrongly. There has been the need to study, understand and in a sense to define, teaching a language independent of its outcomes; this includes coming to understand the role of the teacher, the place of language as a subject matter, and the role of diverse contexts and learners Freeman (1996:356). The recent research endeavors in language teaching in general and in second or foreign language teaching reading in particular reveal that the belief system teachers hold about language learning and instruction inform their classroom decisions Burns (1996), (Woods), (1996), Borg (2003).

Given the potential importance of teachers' sense of belief for instructional effectiveness and student achievement, it is important that members of the educational community understand possible factors that might enhance or hinder these beliefs. Researchers studying teacher have examined the relations between teachers' belief system and teaching a language by its self has its own impact on education. The study of teachers' beliefs and practices forms part of the process of understanding how teachers conceptualize their work Clark and Peterson (1986). The study suggests that it is necessary to understand the beliefs and principles they operate from. In other words, teachers' beliefs about teaching reading represent a complex relationship between themselves and their classroom behaviours. Eisenhart et al. as cited in Farrell (2005) argue that beliefs direct one's thoughts and behaviour. In addition Rueda and Garcia (1994) cited in Getachew (1996) assert that teachers' beliefs and behaviours are difficult to examine as they are unobservable. In discussing forms of teachers' beliefs Fang (1996:10) notes:

They can be embodied, among others, in the teacher's expectations of his/her students' performance or in the teacher's theories about a particular subject area's learning and teaching. Regardless of the forms they take, a teacher's beliefs can affect teaching in one way or the other.

Therefore, teachers' beliefs and practices do affect learners' progress. If their practices are not valuable, the learners do not benefit. If the teachers find it hard to discard old teaching beliefs and practices, learners are left to either cope or drop out Pajares (1992). He also points out the knowledge and beliefs that lie behind teachers' practices is the way in which teachers understand the subject matter and the knowledge they develop from those beliefs that help them to foster children's learning.

The literature suggests that teachers' beliefs are unlikely to be replaced unless they prove to be inadequate or unsatisfactory. This unlikely to happen unless those beliefs are challenged, either externally or internally by the teacher and found to be impossible to be assimilated into their existing practice. Furthermore, teachers' beliefs and practices involve a high level of personal involvement Borg (2001). In other words, teachers use their experiences to project themselves in particular roles and to establish relationships within the classroom, so that children's interest is maintained and a productive working environment is developed.

2.5. Teaching Reading Practices and Teachers' Belief

In the area of language teaching, teacher belief systems have been examined to see how personal beliefs and knowledge of the pedagogical systems of teaching have informed the instructional practices and decisions of teachers of English as a second language in classroom Borg (2003) and Burns (1996). In addition, the study of teacher beliefs, form part of the process of understanding how teachers conceptualize their work in the classroom. More or less all scholars agree that the beliefs that teachers hold influence their perceptions and attitudes. In turn, their belief could affect their classroom practices. Understanding this, teachers should improve their preparation and practices in teaching learning. According to Richards (1998), the ways the teachers learned and taught highly affect their classroom practices rather than the method or approach they were using. Stern (1981:66) further assert that what teachers do is governed by what they think, and those teachers' theories and beliefs serve as " a filter through which a host of instructional judgment and decision are made."

In order to explore teacher belief systems and classroom processes Richards et al. (2001) found out that: Changes in teachers' beliefs precede change in teaching practice, teachers' beliefs determine how they approach teaching (teaching reading) and also they affect the materials and activities they choose for the classroom. In all activities including the above points, the teachers need to be free to put their beliefs in to practice. However, there are also accounts taken into consideration.

As Pajares (1992 p. 314) pointed out, "individuals are often unwilling or unable to represent their beliefs," in other words, stated beliefs or practices by no means dictate the actual practice in class or spell out their thoughts completely. In Maamouri's (2003) study on EFL Tunisian teachers' attitudes towards the reading course they were teaching, she found that most teachers enjoyed teaching reading and a few admitted that they felt a little bit bored at times because of the use of the same texts and tasks. Despite the fact that there are such incongruence between beliefs and classroom practices, it is not such as prevalent the consistencies that do exist between them. This would mean that some research findings reveal that what teacher's think they do is reflected in their observable classroom practice and the others are to the contrary.

Teachers theoretical beliefs influenced their classroom practices, and found evidence to suggest that what teachers say and do in the classroom sometimes vary. Teachers' belief system and classroom practices are a discipline that they are interwoven in teaching learning process. So, teachers have to ensure that their pedagogical beliefs every day and monitor how far their actions reflect their beliefs. According to Williams and Burden (1997), "not to examine one's practice is irresponsible; to regard teaching as an experiment and to monitor one's performance is a responsible profession act."

Certain teaching approaches for the teaching of reading have emerged in the empirical literature as effective for all students, whether or not they experience reading difficulties. In the last twenty years, educational research has provided ample support for the assertion that teachers' classroom practices are determined to a substantial degree by their personal

pedagogical belief systems Shavelson and Stern (1981) Kagan (1992) Pajares (1992). This would inform us there are various investigations that reveal teachers' belief system has an impact on their teaching activities, in our case teaching reading.

In today's literate world, academic success, secure employment, and personal autonomy depend on reading. Therefore, reading has an indispensable role in teaching a language. Convergent findings of high-quality research have clarified how teachers teach reading and what must be done to ensure that they do. Beyond doubt, reading early links one benefit to another. Enjoyment of reading, exposure to the language in books, and attainment of knowledge about the world all accrue in greater measure to those who have learned how to read. Thus to achieve this, teachers' belief in teaching reading plays a crucial factor.

Despite of the fact that reading has such an indispensable role in second or foreign language teaching and learning, the teachers' belief system of teaching reading and their classroom practices is unexplored. In general, little attention has been paid to teachers' belief system of teaching reading and their classroom practices. So, this research has tried to study teachers' belief system of teaching reading and their classroom practices. The finding of this research can shed light on the understanding of related issue under investigation.

2.6. Conceptions and Reasons of Reading

Reading is considered as one of the most important skills which language learners should obtain, particularly as it helps to build vocabulary, teaches pronunciation and content of the text and leads to lifelong learning and improvement in first and second language skills. "The ability to read is acknowledged to be the most stable and durable of the second language modalities." Bernhardt (1991) cited in Zhang and Guo, (2005, p.111). Carrell (1988, P. 1) states "for many students, reading is by far the most important of the four skills in a second language, particularly in English as a second or foreign language." Reading can not be regarded as a set of mechanical skills to be learned once and for all,

but rather as a complex process of making meanings from a text for a variety of purposes.

To strengthen this idea, Widdowson (1978:57) cited in Berahanu (2008) argues that:

Reading as the understanding of discourse does not simply involve the recognition of what words and sentences mean but also the recognition of the value they take on in association with each other as elements in a discourse. Reading in this sense is a kind of accomplishment whereby a discourse is created in the mind by means of a process of reasoning.

Though reading is not the only skill to be taught in the language classroom, it is definitely one of the most important for many ESL/EFL learners Grabe (2002). In the EFL setting, reading might represent an essential approach to learn the language since most learners of English might not really need to talk or listen to speakers of English, but they do need to read in that language for different reasons. Our learners are expected to read not only to succeed in academic areas but also to win their social life.

Comprehension involves two underlying processes; receiving information via language and understanding the feeling of the writer. This shows reading involves realizing linguistic forms but with less attention when the target is communication. Therefore, reading is a complex and psycholinguistic process in which a linguistic surface representation encoded by a writer and ends with meaning which reader constructs. In the case of our country context, where English uses as a medium of instruction, reading plays an important role. This is undeniable that all subjects of teaching learning process would be facilitated with considerable amount of reading.

According to Snow (2002), in order to help students learn from textual information, teaching reading is every teacher's responsibility. When content areas use text as a learning tool, the responsibility for teaching reading tasks falls on all teachers in all subjects. Content area teachers have three primary reasons for failing to use reading. Firstly, teachers feel inadequate to handle reading problems in their classrooms, teachers feel that reading instruction infringes on content area time, and many teachers deny the importance of reading techniques.

As Girma (1994) citing Carrell (1988), Gina (1987), and McDonough (1984) concludes reading is the fundamental skill upon which all formal education depends. Research shows that a learner who does not learn the reading basics early is unlikely to learn them at all. Any student who does not learn to read early and well will not easily master other skills and knowledge, and is unlikely to ever flourish in school or in life in English as second or foreign language Carrell (1988).

Students are expected to read effectively in preparatory schools and have a decisive role for pre colleges and universities, since these students are using English language to learn the whole subjects in general and promoting effective reading in particular. And also they prepare themselves for colleges and universities. Hedge (2003) states that any reading component of an English language course may include a set of learning goals such as, the ability to read a wide range of texts in English; this is the long-range goal most teachers seek to develop through independent readers outside EFL/ESL classroom. It builds knowledge of language which will facilitate reading ability and schematic knowledge. The ability to adapt the reading style according to reading purpose (i.e. skimming, scanning) and developing an awareness of the structure of written texts in English are some components.

It is generally agreed that many students starting from senior secondary schools to higher institutions inclusively students of Hawas preparatory schools are incompetent in reading. It is believed that language teachers can follow different approaches to the teaching of foreign or second language reading to foster learners' ability. Bamford and Day (1998: 124-141) state that "there are at least four approaches of teaching reading." These are grammar- translation, comprehension questions, skills and strategies and extensive reading.

In grammar- translation, students are taught in their first language after translation. The meaning of the text is not directly translated rather the meaning is constructed in native language. Comprehension question is a kind of approach focuses on text book containing simple and short passages that could help the learners to achieve grammar. In the case of

skills and strategies, the teacher is expected to prepare a short passage for students in which they perform by relating with their prior knowledge. This approach can also foster students' vocabulary capacity. Extensive reading approach enables the readers to be a good competent in reading and effective in studying English for academic and occupational purposes.

2.6.1. Pedagogical Implications of Reading Models

Reading models has been criticized for disregarding the reader's contribution to negotiating meaning from within the text. This result the readers not to utilize their expectations about the text based on their prior knowledge of the content and the language. The ultimate goal of reading is reading comprehension. Reading comprehension is the process through which readers use their own syntactic, semantic, rhetorical and prior knowledge as well as necessary cognitive skills to analyze, interpret and understand the writer's thoughts and ideas conveyed through the printed text. Therefore, readers employ different kinds of reading techniques in order to understand what they read Krashen (1983).

Reading is completely an individual activity which takes place in all different ways from reading newspapers, magazines, written texts, telephone directories, labels on medicine bottles, etc. The ability to read is such a natural part of human beings that they seldom try to define reading. However, there are still different points of views on how reading is underway. According to Anderson (1999), there are three models of reading comprehension process: 'bottom-up', 'top-down' and 'interactive'.

The bottom – up model or linguistic or systemic knowledge, reading is viewed as the process of meaning interpretation in which “the language is translated from one form of symbolic representation to another” Nunan (1992). It is also understood as the process of recognizing the printed letters and words and building up a meaning from the smallest textual units at the bottom (letter and words) to larger units at the top (phrases, clauses, sentences). In the bottom – up model, the reader begins with the written text (the bottom)

and constructs meaning from letters, words, phrases and sentences found within, and then processes the text in a linear fashion. Thus, bottom-up processing is inadequate for clarifying the reading process Nuttal (1996). "Because of the lack of feedback loops in the early bottom-up models, it is difficult to account for sentence-context effects and the role of prior knowledge of text topic as facilitating variables in word recognition and comprehension." Due to this limitation, the bottom-up view of reading fell into disfavor.

Top-down model reading is seen as the process in which readers move from the top, the higher level of mental stages down to the text itself. This approach emphasizes the reconstruction of meaning rather than the decoding of form, the interaction between the reader and the text rather than the graphic forms of the printed pages. The readers prove his or her active role in the reading process by bringing to the interaction his/ her available knowledge of the subject and expectations about how language works, motivation, interest and attitudes towards the content of the text.

Apparently, the strong points of top – down models outnumber those of the bottom – up as the reader and the center of the reading process proves his/her active role. However, for some researchers, these models still reveal certain shortcomings. Stanovich (1988) cited in Chou (2008) stated that the generation of hypotheses would actually be more time consuming than decoding and believed that in making the perfectly valid point that fluent reading is primarily a cognitive process, researchers who approved top- down models tend to deemphasize the perceptual and decoding dimensions of that process. Due to limitations of both bottom – up and top – down models, a new and more insightful reading process has been proposed under the name of interactive model.

Interactive theorists appreciate the role of prior knowledge and prediction, and at the same time emphasize the importance of rapid and accurate processing of the actual words of the text. According to Hayes (1995: 7), "in interactive models of reading different processes are thought to be responsible for providing information that is shared with other processes. The information obtained from each type of processing is combined to determine the most appropriate interpretation of the printed pages." The interactive

model incorporates the role of background knowledge in the language comprehension. A theoretical model to explain and formalize the role played by background knowledge in language comprehension is known as schema theory Carrell and Eisterhold (1983). In general, the arrival and popularity of interactive models show that interactive models can maximize the strengths and minimize the weaknesses of both models.

Generally, there is a consensus that reading both in L1 and L2 should be an interactive process in which the reader employs both bottom-up recognition skills and top-down interpretative strategies. Identifying the models of reading could encourage the readers to employ the effective reading mechanism so as to use their time and energy wisely. It is essential for teachers at Hawas preparatory school to employ the effective and appropriate way of reading models in their reading tasks.

2.6.2. Classroom Reading Stages

Some of the common reading stages often raised as strategies employed by teachers and students are pre-reading, while-reading and post-reading strategies. The pre-reading activity tasks are essentially schematic preparation. More recently, people pay more attention to the schematic knowledge than the language. With sufficient practice, pre-reading tasks assist students to overcome the common urge to begin reading a text closely right away. Teacher intervention through instructions is seen as a necessary thing at any of these stages to build background knowledge that students lack by teaching it Grabe (2005). Before reading the text students can be encouraged to do a number of things: predicting from the title; expressing an attitude about the topic; reviewing their own experiences in relation to the topic; activating existing cultural knowledge; becoming familiar with some of the language in the text. This is an important stage in which EFL teachers are expected to motivate learners towards the reading lesson.

While-reading lesson can improve the student's ability which becomes more fluent in English, especially in the areas of speaking and reading. The while-reading strategies will help them cope with problematic and greyer areas of the text, such as identifying the

main ideas and details of a text. Guessing word meanings by using context clues, word formation clues or cognates, scanning and skimming for specific pieces of information, predicting text content, identifying topic sentences that contain the main idea of the paragraph recognizing connecting ideas via connectors and making conclusions and drawing inferences are some.

Due to the fact that students need different tasks to acquire the proficiency level, While-reading tasks are sometimes difficult to teach and learn so they are considered as challenging lesson. On the other hand, post-reading activities help students deepen their understanding of the content, build further connections, and expand their prior knowledge of the subject matter. The aim of post-reading is to check the output of what they have learned in reading .The activities can either be oral or written and as varied as the text they follow, but ideally will tie up with the reading purpose set, so that students check and discuss activities done while reading and make use of what they have read in a meaningful way, such as, by discussing their response to the writer's opinions or by using notes for a writing activities. It includes rereading, evaluating text purpose, confirming predictions, summarizing, reflecting, questioning and connecting materials to one's own life Grabe (2005).

2.6.3. Techniques/ Strategies of Teaching Reading

As cited in Girma (1994), language learning strategies have been classified by many scholars Wenden and Rubin (1987), O'Malley et al (1985), Oxford (1990), Stern (1992), Ellis (1994) etc. For instance, Oxford (1990: 9) divides language learning strategies into two main classes, direct and indirect in general.

Direct reading strategies are classified into cognitive and compensation reading strategies. Those cognitive reading strategies involve; repeating, practicing naturalistically, skimming, scanning, using resources, translation and summarizing. Again, in compensation reading strategies teachers are expected to share how the learners

guess the meaning of words with previously gained and use other clues to seek language based activities.

In indirect reading strategies Girma (1994) states the metacognitive, social and affective reading strategies. In metacognitive we found reading strategies such as, how to find about language learning, organizing, setting goals, identifying the purpose of the task, self monitoring and self evaluating. Asking for clarity, cooperating with peers and work for proficiency would be treated under social reading strategies. Affective reading strategies involve, progressive relaxation, making positive statements, taking risks wisely, rewarding and discussing feelings. There has never been consensus among researchers for a clear cut definition of reading strategies. This diversity is largely due to the way the term has been used in different contexts such as first, second or foreign language learning Cohen (1998). Thus, research on second language reading strategies define in different ways.

According to Oxford (1990), reading strategies are operational learning techniques, behaviors, and problem-solving or study skills that enhance learning more effectively and efficiently. In the light of second language learning, however, it is crucial to see the difference between strategies that enhance learning and strategies that improve comprehension. Reading strategy is a prime characteristic of expert readers because it is woven into the very fabric of "reading for meaning," and the development of this cognitive ability. Reading strategies which are related to other cognitive strategies enhancing attention, memory, communication and learning allow readers to elaborate, organize, and evaluate information derived from text. Because strategies are controllable by readers, they are personal cognitive tools that can be used selectively and flexibly. And, reading strategy reflects both metacognition and motivation, because readers need to have both the knowledge and the disposition to use strategies Kern (1997).

Reading strategies refer to those specific actions which readers employ before, during and after reading in order to understand most efficiently what they read. According to Koda

(2005), they are believed to influence readers in adjusting their reading behaviors to work on text difficulty, task demands and other contextual variables.

2.7. Students' Belief System

This research is designed to examine teachers' belief system of teaching reading and their classroom practices. It is also convincing to raise some review literature about students' belief system and their classroom practices. Many scholars agree that the way the learners think about the lesson can not only affect their actual classroom practices, but also affects the way EFL teachers present the lesson. The students' need of learning has a crucial effect on teaching and learning.

Horwitz's (1999) in her research concluded that students' beliefs are expressed in different ways. For instance, some beliefs are probably shaped by students' previous experiences as language learners, and other beliefs are probably shaped by students' cultural background. Her finding has been widely accepted and supported by many other language learning researchers. For instance, according to Nachiangmai (1998) and Turner's (1994) cited in Berhanu (2008) study of two students with different cultural background reflects Horwitz's idea that learners' belief affects teaching learning.

To sum up, this chapter has tried to review related literature only the salient points which are directly related to the finding. The researcher has attempted to discuss teachers' belief system, conceptions of reading and classroom practices. The maximum effort has been made to touch the areas to be explored in the finding.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1. Research Design

Qualitative research was employed in this study. Qualitative research design was used to assess the belief of EFL teachers teaching reading. Belief was concerned with the meaning of human behavior and experiences, and of its social functions. This view is further advanced by Merriam (2001: 12) who defines qualitative research as “umbrella concepts covering several forms of inquiry that help us understand and explain the meaning of social phenomena with as little disruption of the natural setting as possible.” It was hoped that quantitative methods can not give depth of information about the subjects’ beliefs of teaching reading as can qualitative methods.

In order to achieve the designed target of qualitative and quantitative case study, the researcher selected interviews, classroom observation and questionnaire for data gathering. This kind of various data collecting tools enriches and maximizes the validity. Woods (1996) further, strengthens that triangulation is an important area.

3.2. Sampling

The number of research site and participants were limited to one school and 5 EFL teachers respectively to control inconsistency. The larger the number of respondents, the more difficult to assess consistently Creswell (2003).

3.2.1. School

The setting of the finding was Hawas Preparatory School in Adama. This school was selected because of the number of teachers engaged in teaching EFL in the school were convenient and since the school was established recently less number of researchers conducted a research there. The researcher had also good exposure to the school that

facilitates fertile ground for the data collection however, difficult to involve the entire EFL teachers and Grade 11 students in the study. Rather, EFL teachers of Grade 11 were purposefully chosen for the investigation.

The researcher chose Grade 11 due to the following points. Firstly, it was the beginning of the preparatory class, where students were expected to establish a good ground for higher institution education. Grade 11 was the first year of preparatory school in which special considerations and preparations are given by the concerned bodies. Secondly, Grade 11 English textbook was more exploitable than Grade 12 to fulfill the objective of the study. Further more, the researcher doubted from the teaching experience that the way preparatory I teachers in general, language teachers in particular approaches their students might not properly prepare the learners to be efficient and effective readers in tertiary levels. Lastly, Grade 11 was selected because the students and teachers are less worried about the national exam when compare with Grade 12.

3.2.2. Teachers

Respondents of the study were selected from Hawas Preparatory School. All respondents were from Grade 11. It was agreed that teachers of Grade 11 were more expected to prepare their learners for the higher education than other grade teachers. Reading lays its foundation in this section. Of the 12 EFL teachers of Grade 11, five were selected by purposive sampling. One of them was a female. Purposive sampling was chosen since it is an assumption that the investigator employs when the researcher thinks the samples can teach more Chein (1981) in Merriam (1988:61). Out of 15, 6 sections of Grade 11 were observed to enrich the data.

Teachers' profile was identified with their range of teaching experience, sex, a range of certificate from Degree to MA or MEd, and field of specialties like TEFL, Linguistics (English Literature) and English Education was considered. (for their profile see the appendix on page 70). Each of the subjects was observed at least two times.

3.3. Instruments

3.3.1 Questionnaire

The purpose of the questionnaire was to generate information from the EFL teachers of Hawas Preparatory School about their beliefs of teaching reading and their classroom practices. The items in the questionnaire were accompanied by five and four response categories but the analysis were not in percentages rather in words. Many scholars also support that employing questionnaire to find out information about teachers' belief could be effective.

The questionnaire (see Appendix B) consisted of four parts. Part I dedicated to the personal information of the respondents, such as sex, teaching experience, age and academic qualifications. The II part asked the respondents to give their beliefs about teaching reading. In part III respondents were asked to indicate the reasons of teaching reading lesson. The last part of the questionnaire was designed to elicit frequency use of the techniques in teaching reading tasks. It was adapted from Teacher Beliefs Inventory for Strategy Instruction prepared by Rae Lan and revised by Oxford (1990). The rationale to adopt a five and a four point Likert scale was to generate more comprehensive responses from the subjects providing them with an opportunity to indicate a range of options. Questionnaire was given due attention in discovering the theoretical aspects of EFL teachers' belief of teaching reading.

3.3.2. Interviews

Interviewing allow the collection of data in the subjects' own words thereby affording the researcher an opportunity to discover perceptions, interpretations and the meaning which they give to their actions. An interview was administered for five teachers in Hawas preparatory School (for complete information see Appendix C). It was one of the most powerful tools used to understand people's beliefs selected by researcher. According to

Best and Kahn (1998), due to its interactive nature, interviewing has several merits to gather data. Each interview lasted between 15 and 20 minutes.

It was preferable to employ semi-structured interviews since it consisted of specific and defined questions determined beforehand, but at the same time it allowed some elaboration in the questions and answers. Having a rapport helped to bring out detailed information about the teachers' personal beliefs and theories of language learning and teaching; details that might not have been possible to access simply through questionnaire and observation. The aim of an interview was to find out and strengthen the questionnaire. Not only gathered the information that strengthened the questionnaire on teachers' belief system but also for what purpose teachers apply each stage (before, during and after) of reading. Even, to crosscheck what were the conflicting points of the beliefs and practices in the questionnaire and observation (what was seen inaction). For the correct transcription their consent was recorded and transcribed.

It was targeted to obtain detail information about the teachers' beliefs of teaching reading and factors that hinder to reflect their beliefs in practices and why their belief systems did mismatch with their actions in the classroom. Furthermore, it was held to know the reason of teaching reading and if they obtained any training on teaching reading. The relationship between questionnaire and interviews were also raised. Questionnaires provided easier ways to collate and analyse data than interviews. In particular, closed questions, in which the respondent was asked to, select an answer from among a list provided by the researcher. Whereas, interviewees treated the questions more seriously than in questionnaires and there was less opportunity in interviews than in questionnaires for the respondents inadvertently to omit something.

3.3.3. Classroom Observation

Studying teachers' and students' belief is a cognitive activity; their beliefs can be inferred from observation of teachers' and students' behaviors. How far they were implementing

what they think was known via this type of instrumentation. Observation gave the researcher the opportunity to gather live data from live situations. Merriam (2001) argues that observation is one of the major means to collect data in qualitative research.

The observation was made while the participants were teaching in six different sections at least twice. The purpose of observation in the context of the present study was not to evaluate the teaching reading. Rather, observing the teachers and students in action allowed a means of assessing the extent to which the teachers' and students' beliefs and reported practices corresponded to what actually happened in the classroom. The observation included the lesson plan to what extent the teachers gave emphasis for teaching reading in comparison to the other activities such as, grammar, listening, writing and communicative in their lesson plans.

Therefore, after preparing points of observation the researcher followed the observees so as to see if their beliefs were consistent with their classroom reflection. Of course, five of them were thoroughly observed however, there were time constraints and other inconveniences. Nevertheless, maximum effort was made in observing classes. The discussants also interested to show their lesson plans. In addition to a preparation of a checklist consisting of items yes / no questions which were filled by the observer, audio recording and note takings were performed simultaneously by the researcher. The checklist consisting 23 items (see p. 77) for the respondents. During observation the researcher made his own notes and recorded the sound of classroom situations by tape recorder. This supported to get rich information whether there was divergence or convergence between beliefs which was elicited in questionnaire and interview.

3.4. Data Collection Procedure

First discussion was held with the school director and English language teachers of Preparatory I (Grade 11) to have necessary information that facilitates the study. This enabled the researcher to have more experience about the school and the prospective

respondents. In fact, all the essential information including the significance of the study was made clear in its turn for the concerned bodies.

Before administering the questionnaire and conducting interviews, classroom observation was conducted. It was hoped that this can minimize the respondents not to prepare them to give information which was unauthentic. Respondents sometimes might adjust themselves towards in giving justified or much shaped responses to satisfy the researcher. An interview with the subjects was held at the end. This enabled the researcher to interwoven what would be seen in observation at the beginning and the questionnaire filled by the teachers at the same time in semi-structured- interview.

3.5. Data Organization and Analysis

The data organization and analysis started with review of relevant literature on the belief of EFL teachers teaching reading and their classroom practices. Questionnaire, interview and classroom observation were analyzed one by one. The questionnaire which consisted of 40 items was analyzed carefully. The questionnaire aimed to collect data on the teachers' beliefs of teaching reading, how frequently they used techniques of teaching reading and what are the reasons for teaching reading lesson and task. The researcher preferred analyzing the questionnaire by words to percentages since the numbers of the participants were five.

Interviews and questionnaire were employed for the teachers to get rich data about the belief of teaching reading. This enabled to obtain teachers' belief system of teaching reading and whether they did what they say they do. It also helped to know the factors which hinder to reflect their beliefs in practices. Thus, both quantitative and qualitative method of data organization and analysis were used. Using qualitative instruments not only provided rich and invaluable information about belief system but also more strong and convincing since used in different angles. Thus, skillfully combining tools of qualitative and quantitative approaches made the results independent findings.

CHAPTER FOUR: PRESENTATION AND DISCUSSION OF DATA

This part of the paper deals with the discussions of results obtained from the data. Interpretation and analysis begins with discussing results of the data gathered through questionnaire from 5 EFL teachers. Then, the data collected through interviews and classroom observation was analyzed turn by turn qualitatively.

4.1. Data from the Questionnaire

The questionnaire had 4 parts. Thus, the first part of the questionnaire treated information background about the samples (see App. A on P.70). The second part of the questionnaire having five response categories (9 items) was about teachers' beliefs of teaching reading and the third part (7 items) designed to investigate reasons for teaching reading lesson. The last part of the questionnaire (24 items) asked the respondents how often they use reading techniques in teaching reading (see App. B.)

4.1.1 Teachers' Beliefs about Teaching Reading

Items 1-9 of the questionnaire were designed to elicit information from EFL teachers about their belief about teaching reading and whether practices in reading class. The replies made to these questions are presented in Table 2 below.

Table1. Responses about Teachers' Belief of Teaching Reading

No	Items	TA	TB	TC	TD	TE
1	I read lessons are as important as other skills in foreign language teaching.	A	SA	SA	A	D
2	I integrate the information in the text with what they already know	A	A	A	SA	SA
3	I believe in employing reading strategies to read EFL effectively and independently	SA	SA	A	A	A

4	In my lesson plans, teaching reading is equally emphasized like other skills	A	A	SA	A	A
5	I give emphasis to teach vocabulary	SA	SA	A	SA	A
6	I explain the content of the text in detail	N	SA	SA	A	SA
7	I motivate learners to guess key words	D	A	A	A	SA
8	I believe in reading the text aloud for students	D	D	A	A	N
9	I teach reading through predicting new words and silent reading	SA	A	SA	SA	A

Key:

SA= Strongly Agree; A= Agree; N= Neutral; D= Disagree; SD= Strongly Disagree

TA= Teacher A; TB= Teacher B; TC=Teacher C; TD=Teacher D; TE= Teacher E

Item 1 was designed to examine if the teachers perceive teaching reading skill is as an important as other skills in English. As can be seen from Table 1, almost all respondents i.e. teacher A, B, C and D said that they agreed that teaching reading is equally essential as other skills in language teaching. Only, teacher E replied that he disagreed towards the importance of teaching reading. The second item of the inventory was designed to assess whether the teachers believed in integrating the information with what students already know. As it can be seen from the Table 1, all of the subjects reported that they agreed in integrating the information in the text with what they already know in teaching reading. Item 3 of the inventory intended to identify whether they believe in employing reading strategies, such as scanning and skimming in teaching reading to read effectively and independently. As can be seen from Table 1, all of the respondents agreed that they believe in employing reading strategies to promote learners' effectiveness and independence in teaching reading.

As indicated in Table 1, item 4 of the inventory was meant to draw information whether the respondents believe in preparing lesson plan for teaching reading as they do in grammar and communicative teaching. All of the respondents expressed that they agreed in the preparation of lesson plan for presenting reading in the classroom. Item 5 of the

questionnaire sought to know if the teachers believe in giving emphasis to teach vocabulary in teaching reading. There was no difference among the respondents that all of them agreed that emphasis should be given to teaching reading for vocabulary expansion.

Item 6 of the questionnaire was intended to draw information from subjects whether they believe in explaining the content of the text in detail in teaching reading. Almost all respondents confirmed this by saying explaining the content of the text in detail is significant. But, teacher A responded that he was neutral in explaining the contents of the text to students in teaching reading.

Regarding to item 7, it was designed to know the beliefs of the respondents regarding to motivate learners to guess the meaning of new words. The result indicated that except teacher A, who disagreed towards motivation, all of the EFL respondents stated that they agreed in motivating their learners to guess the meaning of new words.

Item 8 of the questionnaire was aimed at whether the respondents believed in reading the text aloud for students. Two of the respondents, TC and TD, reported that they agreed in reading the text aloud for the students. Where as, TA and TB stated that they disagreed to reading the text aloud in teaching reading. Teacher E, on his turn replied neutral. In item 9, the inventory was intended to address whether the respondents believe in employing prediction of new words and silent reading as good means of teaching reading. As can be seen in the Table 1, all respondents agreed that they employed predicting new words and silent reading as good way of teaching reading.

4.1.2. Reasons for Teaching Reading

Items from 1-7 were designed to generate the reasons for teaching reading. To make the analysis and presentation of the items in the table 2 easy and more understandable, the four response categories were lumped into three: Very important, important, less

important and not important. Very important was lumped into important. The replies made to these questions are presented in Table 2 below.

Table 2. Responses of Reasons for Teaching Reading

No	Items	TA	TB	TC	TD	TE
1	Teach language structure	NI	LI	NI	NI	LI
2	To develop reading fluency	I	VI	VI	VI	I
3	Teach pronunciation	I	LI	LI	I	VI
4	Teach individual reading profile	NI	I	I	I	VI
5	Teach grammar	VI	I	VI	VI	I
6	Teach vocabulary	I	VI	I	I	I
7	Teach the contents	I	VI	I	I	I

Key:

TA= Teacher A; TB= Teacher B; TC=Teacher C; TD=Teacher D; TE= Teacher E

VI= Very Important; I= Important; LI= Less Important; NI= Not Important

Item 1 was designed to find out whether teaching about language structure is a reason or not in teaching reading. As indicated in Table 2, teacher A, C and D replied that teaching of the structure is not reason of teaching reading. Where as, TB and TE reported that teaching reading for the reason of structure is less important. With regard to reading fluency of the questionnaire, which was meant to ask the respondents whether the reason of teaching reading is to develop reading fluency is important. As indicated in the Table 2, all of the respondents expressed that they claimed teaching reading is important to develop reading fluency.

Item 3 was intended to know if the respondents' believe that the reason of teaching reading is to teach pronunciation. As it can be seen from Table 2, three teachers i.e. teacher A, D and E said that teaching pronunciation is important. Where as, teacher B and C responded that teaching reading for the reason of pronunciation is less effective. Item 4 of the inventory asked the respondents if they handle learners' reading profile in teaching reading is important or not. Four of the teachers stated that it is important to manage

individual reading profile. Only, teacher A replied it is not important to deal with reading profiles in teaching reading. Item 5 of this section intended to draw information if the respondents think the reason of teaching reading is to foster grammar. As indicated in the Table 2, all of the teachers unanimously expressed their belief that the reason of teaching reading is to foster learners' grammar knowledge. Items 6 and 7 of the inventory aimed at exploring the teachers' belief of teaching reading whether important in promoting vocabulary and the content respectively. As can be shown in the Table 2, all respondents stated that teaching vocabulary and giving emphasis to the contents are important reasons in teaching reading.

4.1.3. Frequency use of Pre-Reading Techniques

Items from 1- 10 were designed to gather information about how frequently the participants use pre-reading techniques. The replies made to these questions are presented in Table 3 below.

Table 3. Responses of Frequency use of Pre-Reading Techniques

No	Items	TA	TB	TC	TD	TE
1	Read the titles and assist to predict	3	4	3	4	2
2	Sets a context	3	3	2	2	3
3	Sets a purpose	3	3	2	2	3
4	Helps quickly to look over the text	2	3	3	3	1
5	Present warm-up questions	3	3	3	3	2
6	Teaches vocabulary	4	4	4	4	4
7	Relate the text with previous	4	4	3	3	3
8	Provides language preparation	3	3	4	3	4
9	Draws students' attention	2	4	4	2	4
10	Activates the students' knowledge	3	3	3	4	4

Key:

TA= Teacher A; TB= Teacher B; TC=Teacher C; TD=Teacher D; TE= Teacher E

4= Always 3= Usually 2= Sometimes 1= Rarely 0= Never

In item 1, respondents were asked information on how often a classroom teacher asked students to read the titles and assist in predicting what the text is about in pre-reading. As the Table 3 shows almost all of the respondents, except teacher E who said he sometimes employed reading titles and assists in predicting what the text about, agreed that they usually or always employed the tasks. In response to items 2 and 3 teachers were asked how frequently they set a context and a purpose before reading texts. As seen from the Table 3 the respondents, teacher A, B and E usually set a context and a purpose for teaching reading. Teacher C and D told that they sometimes set a context and purpose.

Item 4 sought information on how often the teachers help their students quickly to look over the text. As can be seen from the table, three of the respondents (TB, TC and TD) reported that they usually perform the task. Where as teacher A and E always and rarely do the tasks respectively. In response to item 5, this referred to how often the teachers provide warm-up questions. Almost all the respondents answered they usually provided warm-up questions. Only teacher E said that he sometimes presented warm-up questions.

With regard to teaching vocabulary, this elicited the subjects' response on how often the classroom teachers emphasised on the vocabulary expansion before students read the text. In reply to this, all the respondents reported that they always emphasize for vocabulary expansion. Regarding item 7 and 8, as seen in the table 3 the respondents were asked how often they encourage students to relate the topic with their prior knowledge and provide language preparation in teaching reading. In response to both items, no big difference among the subjects that all of them usually or always performed the stated statements.

The 9th item of this section was designed to examine how frequently the EFL teachers capture learners' attention on the new vocabulary in teaching reading. Teacher C, B, E and teacher A and D reported that they usually and sometimes do the task respectively. Again the last item of this section, asked how often the teachers activated his or her learners' knowledge towards the subject in reading teaching. As can be seen in the Table

3, all respondents replied that they usually or always motivate their learners' knowledge towards the subject.

4.1.4. Frequency use of While-Reading Techniques

As it was stated under the topic 4.1.3., the intention of the items from 1- 5 were to know how often the EFL teachers use the techniques of teaching during reading. The responses are given in the table below.

Table 4. Responses to Frequency use of While-Reading Techniques

No	Items	TA	TB	TC	TD	TE
1	Help to understand the text structure	2	3	3	3	1
2	Help to understand the writer's purpose	3	3	3	3	4
3	Clarify and comprehends text	4	3	3	3	3
4	Use inferencing and judging	3	3	2	2	3
5	Survey the general information	2	2	3	2	3

Key:

TA= Teacher A; TB= Teacher B; TC=Teacher C; TD=Teacher D; TE= Teacher E

4= Always 3= Usually 2= Sometimes 1= Rarely 0= Never

Item 1 was designed to elicit information from the respondents how often they enhance learners to understand, organize and analyze the passage. Three subjects (TB, TC and TD) as seen from the Table 4, they reported that they usually do those activities. Where as, TA and TE sometimes and rarely do the tasks respectively. Regarding the items 2 and 3, they were intended to discover how often they teach their learners to understand the intention of the writer and comprehend the text. In both items, the respondents unanimously replied that they always or usually help to understand and comprehend.

Item 4 drawn the information how often the teachers encourage the learners to use inferencing and judging. As seen from the Table 4, the majority of the respondents stated that they usually use inferencing and judging approaches in teaching reading. Where as, TC and TD told that they sometimes do the task. Regarding to the item 5, teachers were asked how frequently they facilitate their learners in surveying the general information of the text. As shown in the Table 4, all of the respondents usually or sometimes facilitate their learners to capture general information of the text.

4.1.5. Frequency use of Post- Reading Techniques

Items from 1- 9 were designed to gather information about how frequently the participants use techniques of pre-reading. The replies made to these questions are presented in Table 5 below.

Table 5. Responses of Frequency use of Post-Reading Techniques

No	Items	TA	TB	TC	TD	TE
1	Encourage learners to draw conclusions	4	3	3	4	3
2	Motivate students to discuss	2	4	3	4	3
3	Ask students to comment on the text	3	3	1	3	3
4	Give students a quiz	4	4	3	3	3
5	Follow-up activities	3	3	4	4	4
6	Assign students to do tasks	4	4	4	4	4
7	Ask students to interpret	3	3	3	3	3
8	Answer some comprehensions	4	4	4	4	3
9	Lead students to a deeper analysis	3	3	3	3	3

Key:

TA= Teacher A; TB= Teacher B; TC=Teacher C; TD=Teacher D; TE= Teacher E

4= Always 3= Usually 2= Sometimes 1= Rarely 0= Never

In item one, the subjects were asked how frequently they encourage their learners to conclude the text after they read. As we can understand from the Table 5, all of the respondents replied that they always or usually initiated the learners to conclude the text.

Regarding to motivate students in the item 2, teacher A said that he sometimes motivates his learners. Where as all of the remaining subjects replied they always or usually motivate their learners towards learning.

Item 3 dealt with how often the teachers ask students to comment on the text in teaching reading. As indicated in the Table 5, almost all subjects uniformly reported that they usually encourage their students to comment on the text. One of the teachers (TC) reported that he rarely does that kind of task. Regarding the items 4 and 5, teachers were asked how frequently they give a quiz and follow up students in teaching reading. As shown in the Table 5, all the subjects stated they usually or always perform the task. The 6th item of the inventory asked teachers if they usually assign tasks for students to perform depending on the information given in the text. All the subjects of the study told that they always assign tasks that could be performed by the students based on the information gathered from text.

Items 7 and 8 of the inventory designed to assess how often the respondents ask for text interpretation and ask comprehension. All of the teachers unanimously reported that they usually and always do those kinds of tasks respectively. Item 9 was designed to elicit information how frequently the respondents initiate their learners towards a deeper analysis of the text. Just like to the item 7, the respondents claimed that they usually lead students to a deeper analysis of the text.

4.1.6. Summary of Data from Questionnaire

In general, the results of the questionnaire which was intended to discover EFL teachers' belief system of teaching reading revealed that they believed theoretically in the significance and reasons of teaching reading. Furthermore, the respondents replied that they used the techniques or strategies of reading frequently. With regard to the teachers' belief of teaching reading, the data indicated that all the participants believed in the activities, such as the significance of teaching reading, integrating teaching reading, preparing lesson-plan for teaching reading and giving emphasis in teaching reading.

The other section of the inventory was designed to draw information from the participants for what reasons they taught reading. So, the information drawn from the subjects indicated that the most reasons were teaching vocabulary, the content, reading fluency, reading profiles and to foster grammar skill. To the contrary, their belief towards teaching structure and pronunciation were not the reasons. The data concerning how frequently the subjects use reading techniques showed that almost all of the respondents i.e. except teacher E who once said he rarely used, the other subjects used always, usually or sometimes the techniques of reading.

Thus, one can deduce from the results of the questionnaire that teachers do have their own strong belief systems of teaching reading. What kind of relationship or consistency could be seen between their belief and practice of teaching reading would be verified in the interviews and observation.

4.2. Data from the Interviews

4.2.1. Teachers' Belief and Its Influence in Practice

The purpose of the interview was to elicit the teachers' belief system of teaching reading and the factors that impede teachers to implement in practices. The items in the interviews were designed to verify and strengthen the questionnaire. The data from the interviews were carefully transcribed and put into meaningful units. Thus, it has been tried to identify the salient themes which are emerged for teachers' belief of teaching reading and factors that hinder to implement their beliefs in classroom. The results of the analyses aiming to answer the interview questions were summarized into the next points of view.

- Teach reading as important as other skills
- Use reading to develop reading fluency
- Teach reading to enhance pronunciation

- Handle students reading profile
- Teaching grammar
- Employ for vocabulary expansion
- trainings on teaching reading

4.2.1.1. Teach Reading as Important as other Skills

The first item of the interview was intended to draw information from the discussants about their belief of the importance of teaching reading as that of the other skills. The information drawn from the interviewees revealed that teaching reading is as equally important as other teaching skills. More or less all the discussants of the study have similar beliefs to the importance of teaching reading that they believed teaching reading is as equally important as other skills. Teacher A, for example who has taught EFL for 20 years, strongly agreed in its importance that reading is essential to students' academic achievement and involves a complicated process.

He stated that failure to learn reading during primary level may cause a student to be lacking in the ability to read well. In addition, students with limited literacy skills may develop poor self-esteem, lack motivation, display behavioural and academic problems; thus leading them to be alienated from regular curriculum. For him, focus should be given to the elements of the language as equally as possible. This is because students would get lost in learning English if their reading skill is less.

Similarly, teacher B who has been teaching English for 2 years believed in the significance of teaching reading as the same to that of other skills.

"I believe reading is the most emphasized skill. It is not a skill that can be automatically learned in overnight. Rather, it involves a complex process of making meaning from a text for variety of purposes and in a wide range of contexts. So, teaching reading is highly essential for learners academic and job success."

Like TA and TB, TC also strongly believed that teaching reading is equally important. This is because teaching reading is the ability which enhances learners to understand and use the information. Furthermore, it is a key to a student's success in learning. Successful

students have a repertoire of strategies to draw upon, and know how to use them in different contexts. To achieve learning in higher institution, reading must be focused

For teacher D, the importance of teaching reading in comparison to the other skill should be seen not only in the perspectives of teachers. Rather dealing with students' point of view is constructive. He comments:

Students have diverse talents, strengths, interests, and experiences. Further, they have different language and cultural backgrounds. These variations influence the instructional decisions that teachers make. To ensure access, equity, and opportunities for all learners to become readers and achieve their full potential in their education the teachers need to believe the importance of teaching reading the same with the other skills.

Teacher E further stressed that teaching reading is very important that readers learn the importance of providing opportunities for students to engage in daily reading of extended text for authentic purposes and how to promote and model reading as a pleasurable and beneficial activity. The discussants were additionally asked why teaching reading is as important as other skills. Teacher B and D for example, said that reading is the base for all skills. They also felt confident in teaching reading. Some of the reasons they gave for its importance's are the following:

They know the vocabulary in the text, they enjoy reading, they teach pronunciation, they get new information and students learn vocabulary and grammar. Teachers C and E, however, had mixed feelings on teaching reading. For instance, they said that the way they feel when teaching reading depends mostly on students' motivation.

The discussants were also interviewed if they are properly applying or teaching reading as equally important as other skill. For this, teacher A and B said:

They recognized that reading is an important activity that helped students gain vocabulary; improve pronunciation and other sense of creativity. However, its actual realization in class appears to have been limited, confirming students' statements that they did not actually do much reading in English with the exception of what they read in class. Teacher B, for instance said that "reading was useful only if it was done with a purpose in mind." According to her, tasks assigned with readings were necessary. As a teacher we have to force them to do things concretely during reading. Teacher D also added the effectiveness of reading as a way to help students with grammar, fluency, organizing profiles and employing correct reading techniques.

The participants responded on the given item in different ways. Their belief of teaching reading what they had mentioned in the questionnaire and interview was matching. However, what practiced was seen differently. For instance, teacher E was observed teaching a reading passage on the title “Inventor and Invention.” The teacher was observed working the assignments through out the period. Thus, nothing was observed about the key vocabulary and purposes of reading, particularly what should be done on pre-reading, while- reading and post-reading.

4.2.1.2. Teach Reading to Develop Fluency

All of the discussants in the study expressed their beliefs similarly that they believed in teaching reading to promote learners’ fluency. Students learn about the importance of fluent reading, the relationship of fluency to comprehension, how to assess fluency, and ways to develop readers’ fluency (such as rereading familiar books and choral reading). This could be possible through teaching reading in promoting fluency.

Interviewee B for example, reported that she believed in teaching reading for the sake of promoting fluency so that learners could feel confident and independent to developing their fluency. So, the discussant assured, she presented teaching reading in this way. Simply, fluency is reading with ease, reading with speed. She suggests:

“As to me the center of teaching reading should be to develop students’ fluency rather than accuracy... Of course, accuracy is something important but priority should be given for fluency in teaching reading. You know... students should learn about the role reading fluency plays in proficient reading. Students should learn about the importance of reading often as a way to promote fluency.”

Teacher A, however, discussed that an EFL teacher should consider the interest of his or her learners in teaching reading. Since, this is one important part (developing fluency) that can affect teachers’ belief systems positively or negatively:

“Teachers’ belief in teaching reading to develop fluency can be presented in various ways, but a teacher is expected to have a good knowledge of his or her students. I want to say... if I know my students’ interest of reading I could not find difficulty to enhance their fluency of reading.”

Invariably, teacher C believes that teaching reading achieves its target more or less when it promotes learners fluency.

“As far as my knowledge of teaching reading is concerned, reading fluency is an important area of skill where we teachers need to pay attention whilst teaching reading tasks.”

Teacher D, who is experienced in teaching EFL for 5 years, also tried to clarify his idea on the teaching of reading fluency by saying that...

“I strongly believe that in teaching reading learners should promote their reading fluency, they have to be concerned about how they communicate the message not its structure or something else.”

He also mentioned that there are some reasons for the mismatch between his stated belief and practice in teaching reading.

“. . . I have the belief to teach reading fluency, but I see myself teaching differently ok. This is because; you know that I think my students understanding level. So, in order to minimize the problems to my students I do not only employ fluency in reading.”

Invariably, teacher E believed that students who can decode text accurately, read at an acceptable rate, and read aloud with appropriate expression are said to be fluent readers. He added that those types of students become more fluent when they are given lots of opportunities to practice their reading either independently or with guidance and assistance from a more accomplished reader.

4.2.1.3. Teach Reading for Pronunciation Improvements

The subjects of the study had different beliefs with regard to teaching reading for the reason of correct pronunciation. Teacher A, C and D for example, similarly believed in

the importance of teaching reading to exercise correct pronunciation. Teacher A, for example, suggests:

"..... as a teacher I have to consider pronunciation in teaching reading lesson. This would mean in reading session I am expected to pronounce words, phrases and others so that my students follow me. Pronunciations, like new and key words in a passage should be correctly pronounced."

To the contrary, teacher B did not believe to teach reading for the target of benefiting learners in pronunciation. She argues that instead of teaching reading for pronunciation it would be better to inform them the techniques of learning pronunciation. She also added that she has been teaching English in non-native environment.

Teacher C, just like teacher B on the issue of teaching reading for the correct pronunciation comments:

"I do not focus on pronunciation here because I already went through the vocabulary with them ...I was sometimes emphasizing on the unfamiliar words. I am not interested in teaching sounds here because the letter combination does not promote good teaching reading. You know that... students are expected to promote their pronunciation in order to communicate their idea correctly. The main target of teaching pronunciation is to pronounce words correctly."

Teacher D, to the contrary to teacher B and C stated that teachers should teach pronunciation in teaching reading. Students who do not get the opportunity of learning pronunciation in teaching reading, they face faulty pronunciation that can lead them to communication breakdowns and sometimes result in unnecessary tension and conflict.

In his turn, teacher E said that most of the students at higher institution and preparatory level have the problem of pronunciation. Had teaching of pronunciation in teaching reading been given the focus English need to achieve a level of pronunciation to be understood and to minimize oral communication problems. It is expected that teachers would increase their pronunciation teaching practice in their classrooms in teaching reading."

4.2.1.4. Handle Students Reading Profile

In response to the question whether teachers has to believe in handling students reading profile in teaching reading, the respondents discussed that they believe in the use of

students reading profile in teaching reading tasks, however its implementation is challenging for some discussants.

Teacher A comments:

As I believe em... it is highly important to teach reading in incorporating learners' reading profile. You know that if we manage to discover our learners reading profile, it would be ease to promote their reading capacity. However, teaching reading through reading profile fosters learners reading proficiency its implementation seems uneasy. This is because of time constraint, lack of interest in reading materials and so on.

Teacher B also strongly believes in employing students reading profile in teaching reading lesson. She believes handling students reading profile has an indispensable role in enhancing students reading fluency. It is the belief of teacher B that those students who have experience in using reading materials outside the class are more promising and advantageous when teachers handle their reading profile.

Teacher C echoed the same perspectives about the reading profile of learners to enhancing their reading skill. He replied:

"I think it is absolutely essential for a number of reasons. Learners will analyze their strengths and needs in each component of reading. Learners will become more aware of the specific skills they need to work on to become proficient readers. This could be only possible when EFL teachers give attention to reading profiles of their learners. Teaching reading only in the class does not make them effective and efficient."

Similarly, it was the belief of teacher D that teaching reading has an indispensable role in developing learners' reading profile. By meeting individually with the teacher, learners develop and refine their understanding of their reading strengths and needs and generate a plan for reaching their reading goals.

4.2.1.5. Teaching Grammar

To the interview whether the discussants believe in teaching reading to teach grammar, they unanimously expressed their belief system in the significance of teaching reading for the reason of grammar. But they mentioned the conditions under which these teaching reading takes place. Most of them stated that grammar should be taught not only as rules but also as a communication and meaning in teaching reading.

Teacher A, for instance, explained in teaching reading rules, meaning and communication should be combined so that the learners can understand the meaning of a given text. He also added rules and meanings are important area for the learners in teaching reading of foreign language. In grammar teaching, it does not mean only setting of rules to govern written and spoken language. Rather, through teaching reading it is possible to teach learners implicitly.

Teacher B further emphasized in teaching reading, grammar should be one of the focus areas in the classroom.

“...when I teach reading, I need to teach my learners how grammars important to understand the given passage. The learners are expected to know grammars to properly understand the text. This does not mean I focus on teaching forms rather than on the meaning to teach reading.”

Similarly, teacher C defined in teaching reading, grammar has an indispensable role. For teacher C, with out giving consideration to grammar students may read but their language may not be good. So, grammar is effective in teaching reading. It purports the learners to make meaning from the text.

Teacher D invariably, said that students should be exposed to necessary grammar parts to tackle and develop their reading skills. He suggested:

“...in the contribution of grammar to promoting reading tasks. Imagine you want to teach historical facts in which past verbs are important. If our learners are ineffective to change present verbs in to pasts... do you think they understand the passage? For me they do not. Therefore, this is one part of teaching reading to be focused.

Teacher E again, commented... “With out the understanding of using grammar how to develop students’ reading skills; I hope reading would be senseless. So, in promoting students reading skill, grammar is the center of language teaching and learning.”

During classroom observation, it was completely evident that the discussants were not teaching grammar through teaching reading. Rather, they were observed in that their teaching was dominated by explicit ways of teaching grammar.

4.2.1.6. Teach Vocabulary in Teaching Reading

In explaining vocabulary in teaching reading, the five teachers tried to state their belief of teaching vocabulary and factors that hinder to implement their belief and practices. Teachers A and D, for example, explained how they belief in teaching reading to promote vocabulary.

They said that vocabulary plays a significant role in second or foreign language learning. It seems to be a pre-requisite for communication and is required for both receptive and productive skills. For receptive skills, meanings which are focuses of communication are carried through vocabulary inputs via listening and reading. Learners, therefore, need an adequate number of words to comprehend the input. If learners have limited vocabulary, they probably would have limited comprehension.

Teacher B rather stressed vocabulary in terms of the advantages that learners gain during teaching reading.

“I believe learners should use words to convey meanings. I mean vocabulary is used productively when learners want to express their meaning through speaking and writing; so, if they do not have enough vocabulary, they may fail to convey their messages.”

Teacher C the same with teachers A, B and D, expressed his belief to teach vocabulary in teaching reading that vocabulary plays significant role in foreign language teaching. He also expressed the factors that hinder to implement his belief of vocabulary in teaching reading.

He reported that the frequency of word occurrence and saliency are important words' characteristics that designated whether the words would be noticed and chosen to be learnt. The words that occur at high frequencies are more easily recognized than words at low frequencies. Therefore, the more often the learner encounters the words, the higher the chance that they will remember and learn the words. So, teachers are expected to prepare a large amount of reading not only in class but also outside through extensive way of reading.

Interviewee E, in his turn responded to the item:

“Okay, the vocabulary, some of the vocabulary is very hard for the learners and the way the words are used. So, sometimes the students expect translation to Amharic. Since, the expressions and some words are uneasy for them to understand they need to look up in a dictionary. However, teaching vocabulary is not simple task teaching reading should achieve this target.

However, a closer analysis of observation revealed that they taught lexical items as a means to facilitate comprehension of the text. Their focus was not to initiate learners to learn techniques for vocabulary building. Rather emphasized on pre-teaching isolated items of vocabulary as means of clearing the way to understanding the text. Few of the discussants were seen in trying to translate the key words into Amharic.

4.2.1.7. Teachers' Training in the Teaching of Reading

One of the significant parts of the interview is designed to know if the discussants obtained training on the teaching of reading. All the discussants of the study answered they did not get opportunity to involve in trainings of teaching reading. For instance, teacher B said: “The way I was trained to teach English in general and teaching reading in particular is kind of old teaching style if I can remember correctly. I was not trained on how to teach reading.” She said, “Sometimes I try to go and observe how other teachers are teaching reading in their classes. But, I got no significant variations.”

Teacher E said that although he had twelve years of teaching experience in the secondary school, he could not remember being trained to teach reading. His first exposure to training occurred during a workshop for the new revised English Language Improvement

Program (ELIP) by minister of education in collaboration with British Council. This was basically to promote the Communicative Language Teaching (CLT).

4.2.2. Summary of Data from Interviews

From the given interview, it would not be difficult to conclude that the 5 EFL teachers had strong beliefs of teaching reading. Although they believed that teaching reading is significant and there are reasons of teaching reading, a variety of factors were seen to affect the formation of beliefs, with the teachers' own learning experiences, materials relevance, time constraint, learners need and background being a strong influence.

4.3. Data from Classroom Observations

The classroom observations, as discussed in chapter three, aimed at getting on the actual classroom practices of the five EFL teachers. The observation was designed to verify to what extent the EFL teachers implement what they have said before in the interview and questionnaire. In order to investigate this, about 23 items were prepared in the observation checklist and field-notes for the subjects. The items were designed for both teachers and students (see appendix D on P 78).

Each of the five EFL teachers was observed at least two times while presenting different types of reading activities in 6 different sections. The passages from the textbooks were predominantly used. Most of the classes were seen focusing on working home works done at home, translating words into Amharic, few of them reading aloud, then students listened and some worked extra tasks. The main reason for reading aloud according to some respondents was to correct mispronunciation of students (students imitate their teachers) and to explain the content of the text. However, teacher A was not observed in correcting wrong pronunciation formed by students. For instance, students were pronouncing the word 'non-' as 'none' which is very wrong.

Although some subjects asked their students to use some reading strategies such as scanning, prediction and text organization, there was no explicit and organized information on strategies. In addition, in most of the observed classes students hardly got a chance to talk about the text. It was observed that the observees were working students' part rather than facilitating them to read effectively. After re-reading and organizing of the field notes the results of observation were categorized and summarized as follows.

4.3.1. Reading Stages and Techniques of Presentation

In the literature, each of the three reading stages is emphasized with their very advantages that students should gain from. For instance, the main target of pre-reading task is designed for learners to have a good understanding about the text they are going to read based on their prior knowledge. This enables the learners to obtain necessary information about the text. Key vocabularies are the main emphasized areas of pre-reading activities.

Again, in while and post-reading stages teachers are expected generally, to comprehend the content of text and encourage learners to draw conclusions respectively. However, basic problems were seen in the three stages during observation. Firstly, in three sections the teachers were not seen while encouraging learners to relate the passage with their prior knowledge, which was about "Inventor and Invention". For example, TA, TC and TD were seen directly jumped into the activities by considering as if the students read at home. In short, there were no rooms used to practice each of the reading stages for the learners that should be facilitated by the teachers. But in the questionnaire and interviews, the respondents stated that they believed in managing three stages.

As the information organized from observation checklists and field notes indicated the EFL/ESL teachers belief of teaching reading mismatched with reading techniques or strategies applied in the classroom. The techniques of teaching reading either before, during or post reading they used in actual practices conflicted with what they thought theoretically. They totally rejected what to be performed in pre-reading activities. Such as, activating the students' knowledge of the subject, guessing, predicting and motivating

learners were not implemented. Even, the tasks done during and after reading were not focused on comprehending and reviewing. The observation checklist of item 1-4 (appendix D), shows the points that teachers use as strategy of teaching reading. For instance, the observation made in teacher B's class showed the teacher was asking the students as if they read and worked at their home by employing different techniques of teaching reading.

TB: What is the general idea of the passage?

S: Inventor and Invention.

TB: Is it? What about the central idea of the text?

S: ...?

Although TD introduced the lesson and asked the questions, the questions were not introduced genuinely. His introduction did not encourage the learners to relate with their prior knowledge. Generally, the observation revealed those reading techniques that may be taken as a characteristic of a good reader was performed little or no. For example, understanding the overall meaning, integrating information in the text, varying reading speed and introducing the titles were wrongly treated. The observer jot down that the teachers were not giving emphasis to the new terms rather the students were asked to respond what they read at home and allowed to raise some new words they think.

4.3.2. Reasons of Teaching Reading

During the class observation, the observees of the study did not give attention to the aim of teaching reading rather they gave more attention to the other parts like grammar and structure parts. Most of the teachers (TA, TB and TD) were teaching the present perfect, future perfect and past perfect tense which was the secondary aim of the passage. But, the important reasons such as, vocabulary expansion, fluency, reading profile and correct pronunciation were less emphasized. It was also evident from the observation of teacher E that he was asking the students as if they understood the text, but did not focus on how the students can tackle the texts. It was not the unique characteristic of teacher C that he

asked the students to answer through scanning and skimming. Nevertheless, the teacher himself responded the answer after waiting for few minutes.

In short, as the observation in each section indicated, most of the targets of teaching reading, such as teaching the content of the text, vocabulary teaching, pronunciation practices and reading fluency were not properly exercised in the classroom. Despite of the fact that questionnaire and interview indicated the perception of teachers focused on the content through the vocabulary teaching, observation showed different picture. Rather, the lexical items were taught as a means to facilitate the comprehension. Teachers were not focusing to teach strategies for vocabulary building but very isolated way of teaching vocabulary. Students were made to read the passage at their home and asked to do the comprehension questions in the classroom. So, there was no room for discussing pre-reading strategies, even difficult to give emphasis on the unfamiliar and key words as of expected. Further more, it was observed that teachers were working the duties of learners rather than encouraging and facilitating them to use texts.

4.3.3. Arouse Motivation and Lesson Preparation

The very significant activity that is expected from teachers to improve learners' working environment is arousing motivation. Accurate assessment of students' motivation to read is absolutely imperative if teachers are to effectively meet the reading instructional needs of students. Teachers have significant potential to influence the chances of students being motivated by the classroom environment. Many theorists see motivation as something that can be impacted by context or environment, creating numerous implications for students.

Despite of the fact that motivation has such importance role on students learning environment, more than half of the observees were not seen in using teaching practices and implement activities based on their own perceptions of what is necessary and motivating for students. Late alone motivating, even some teachers did not recognize their students and call by their names.

One of the important features in the classes observed was preparation of lesson plan focused on teaching reading. Teacher B for instance, prepared a lesson plan which helped her to teach the subject in general. However, she did not pay attention in emphasizing reading teaching. Even, the reading portion was not magnified in the already prepared lesson plan. In the other section, teacher A tried to prepare a lesson plan but his lesson plan gave less focus on what to do in pre-reading, while-reading and post-reading. He loosely prepared there is a reading task in his weekly activities. In short, all the observees believed that the textbook was dominated by the reading section, however less focused in its planning.

4.3.4. Teaching Materials and Learners' Involvement

It is evident that through out the observation, all the subjects were observed only using the black board and the textbook. Even, the students did not have sufficient textbook. Thus, it was observed with TA, TB and TC that learners were using one textbook among four and more numbers. It was only teacher B, seen that using a hand written material (hand out) which she used as supporting material. This material was not given to her students.

The observation data from the items 14-23 (see appendix D) shows that to what extent the learners involve in reading task. According to the observation, it was uneasy to say students were properly participating in learning reading activities. Despite of the fact that they were told to participate, it was understood from the observation that students were highly depend on their teachers in learning reading. For instance, they were not seen predicting new words and there was no discussion between pairs or among groups. It was observed that instead of trying to understand and read the passage the students chose to copy the answers from the textbook.

Generally, it can be inferred from the analysis and discussion so far that the students' participation in teaching and learning of reading was lagging behind. It was observed that

learners copied answers from the book which was given by some body in the past years. Their interest was less to participate and observed that doing their own works like coping other assignments and home works while the teachers taught reading.

4.3.5. Summary of Data from Observation

A discrepancy between what teachers thought ought to be done and what they actually performed in the classroom was clearly seen in the data from the observation analysis. Pre-reading tasks were neglected; vocabulary discussions did not give a room for guessing and predicting; reasons of reading were mismanaged. There was no practice to foster the learners' main target of learning reading. It was investigated that the post-reading activities were hardly related to what they already knew.

The field notes and the data drawn from observation check-list indicated that there was apparent divergence between what teachers told they do and what actually observed in the classroom. Perhaps, the possible explanation for the mismatch could be emanated from: their teaching methodology, their dedication to textbook, time constraints, scarcity of textbook, unawareness of their belief systems with their performance and might be due to their dishonest when they responded to the questionnaire and interview.

4.4. Discussions of the Finding

The rationale behind this study was as the data from questionnaire and interviews revealed EFL teachers do have a coherent set of beliefs about teaching reading and their beliefs in turn influences classroom practices. However, the results of this study reflected different picture in practices with what the teachers believed about teaching reading.

Despite the fact that teachers admit that reading is an important skill and that students at that institution (Hawas Preparatory School) need to learn how to read properly, an important evident problem is that participants do not seem to share a purpose for teaching reading. Thus, their classroom observation was seen giving emphasis to the other parts of

skills rather than teaching reading. They also asserted that one of the centers of their focus in pre-reading stage is teaching key vocabulary. However, the classroom observation revealed that the way they teach vocabulary is more of word copying and translation from the book and not correctly analyzing the vocabularies. Thus, beliefs and practices were seen inconsistent or divergence in teaching reading for the purpose of teaching vocabulary. The discussants also replied that they believed in teaching reading to promote grammar teaching. But, the observation indicated that the respondents teach reading not as one means of developing learners' grammar skill. Rather, they were seen teaching grammar isolating from the passage. The observees, for instance TA, TB and TD were seen teaching perfect tenses from the text. There was no or little integration of skills in teaching reading; however it was reported they did it.

Another area in this study where inconsistency between beliefs and practices clearly noted was in the teaching of pronunciation and how frequently they used reading techniques. For the former item, they almost all believed the purpose of teaching reading is to teach pronunciation and in the latter all reported they usually employ reading techniques in teaching reading. The belief system and practices were completely conflicting in both cases. It was observed that students were pronouncing wrongly.

Several possibilities as to why the teachers were unable to enact their beliefs in their teaching reading were identified. For instance, TB and TE reported that they were expected to work in line with the textbook. According to them the contents which are included in the reading text are usually irrelevant to students' background. Therefore, they argued that there were factors that impede to apply their beliefs into practices. According to the respondents the main factors that impede to implement their beliefs were: Students' limited knowledge of vocabularies, grammar, inappropriate level of text and unfamiliar topic and lack of reading techniques and interest of learning. The teaching contexts such as, shortage of time, the scarcity of textbook, level of students and large class size. Most of the discussants reported that 40 minutes is not sufficient to teach the three stages of reading. Since the number of textbook distributed to the learners in the class is few, it would be difficult to employ proper way of teaching reading. The

respondents claimed that, due to large class size achieving the main purpose of reading is challenging. The discussants reported that the reading material should be interesting or at least related to the background knowledge of the students.

Very few discussants did not like to hide that their awareness about their belief of teaching reading and what actually they practiced in the class is conflicting. They pointed out that teachers' belief could form the basis for the way teachers approach reading instruction as an influential factor.

One can deduce from the questionnaire and the interview responses that EFL teachers have strong belief system about teaching reading however, there was a divergence between what they believed they do and what actually they implemented. This would pinpoint that teachers had less awareness of their beliefs and their practices. To wind up, the findings of this case study revealed that there was divergence between what the respondents claimed they do and what actually they implemented, except in a very few instances.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

Overall, the findings of this study have shed significant light on the beliefs and practices of reading skill where teachers need urgent help to improve their performance in and out of the classroom. Beliefs are accepted to be difficult to measure though they were measured in this study through a survey supported with semi structured interview, observation and close ended questions. Thus, it suggested that generalization is impossible and further studies can be conducted to infer teachers' beliefs from the ways in which they act rather than from what they say they believe. Based on the discussions and analyses, we can infer the main areas of the mismatching between teachers' beliefs system of teaching reading and their classroom practices.

The participants had strong belief system of teaching reading; however they did not implement their beliefs in actual practices. Their beliefs of teaching reading such as, employing the three reading stages, teaching pronunciation and vocabulary, teaching grammar and promoting reading profile for learners, developing reading fluency and significance of teaching reading as other skills were displayed. As stated in questionnaire and interviews, they believed in teaching reading as important as other skills. Almost all of the respondents believed that they teach reading to develop reading fluency, grammar skill and for vocabulary expansion. It was also the belief of the participants to prepare lesson plan and employing various reading techniques in each stages of reading tasks.

According to the discussants the source of the mismatch between the expressed beliefs and actual practices on the respondents might be originated from the teaching materials, the methodology, the awareness of his/her belief in relation to the practice, the knowledge of the teacher, the need and background experience of learners. These perhaps reflect inconsistencies between their own deep seated beliefs and the beliefs they preferred to project, to be more in line with the curriculum and their understanding of

current teaching methodologies. In short, the discussants accepted the belief principles of teaching reading seen in literature but not exercised.

In general, though impossible to generalize the main body of this study on the five EFL teachers who participated in the case study were not consciously aware to what extent their belief of teaching reading put into practices. Moreover, the students who were observed in what way they participated in learning reading indicated their involvement as effective reader was very less.

5.2. Recommendations

Teachers' personal views of their roles in the classroom are under the influence of their beliefs. This view is supported by Richards (1994), who states that a primary source for teachers' classroom practices is teachers' belief systems: the information, attitudes, values, theories and assumptions about teaching and learning which teachers accrue over time and bring with them to the classroom. Similarly, Richards and Lockhart (1994) describe what teachers do in the classroom as a reflection of what they know and believe and that their knowledge and thinking provide the underlying framework or schemata that guide their classroom actions. On the basis of the findings and conclusion of the study the following recommendations could be forwarded to alleviate the mentioned problems:

- Teachers should made their maximum efforts to raise their awareness of belief in teaching reading and to modify their beliefs about teaching reading in EFL in particular. Our EFL teachers are more expected in carrying the responsibility of teaching reading than the learners. Thus, teachers should develop not only strong belief about reading but also its implementation. Since beliefs play such an important role not only in teaching reading but also in real life, they also play an important role in many aspects of EFL in particular. Then, teachers are advised to exercise their belief system in practices however, there are factors affecting this.

- According to Richards and Lockhart (1994) the primary source of teachers' belief is initiating students in the classroom. Therefore, teachers should be a good language teacher in general and teaching of reading in particular who could facilitate students' learning, assess students' levels and adjust accordingly, gain students' interest, entertain students, be creative and interested in teaching, and be open-minded and understanding of the students. In order to bring the expected improvement on our students in terms of reading capacity the teachers not only practice their belief but also should exercise the reading models and stages correctly. Teachers should encourage their learners to employ not only bottom-up or top-down reading model but also the interaction. This would be highly successful when both the EFL teachers and students achieve their duties and responsibilities in teaching reading.

- The main reasons of teaching reading are to expand learners' vocabulary, to foster their fluency, to promote their pronunciation and other influential factors. So, teachers should not be engaged in teaching how to memorize vocabularies rather teach techniques how to relate with their previous knowledge. Teachers should facilitate the ways that students could enhance their reading ability rather than performing what they have to do. ESL/EFL reading teachers should make an effort not only to balancing their belief with practices but also incorporate reading strategy training into their reading instruction.

- Finally, the EFL teachers should facilitate ways that can obtain training in teaching reading. To lessen the problem of the mismatch between belief system and practices teachers should do more. This is not only the duty of the teacher rather all concerned bodies should play their roles. As previously, explained the study has given attention to only teaching reading. Thus, it could be impossible to generalize to the other parts of English language teaching and learning. So, it seems successful to pursue similar studies focusing on the other areas of language or the same language in different setting.

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APPENDIX A

Background Information of the Sample

Table. 6

Teacher Participants	Age	Sex	Experience in Teaching	Field of Study		Qualification
				Major	Minor	
Teacher A	44	M	20	English	Amharic	B.A
Teacher B	27	F	2	English	Oromic	B.Ed
Teacher C	38	M	11	English	History	B.A
Teacher D	27	M	5	English	Oromic	B.A
Teacher E	42	M	12	English	Amharic	B.A

Age, Sex and Their Minor Subject Qualification

Table. 7

Age	No. of Respondents	Sex	No. of Respondents	Their Minor Subjects	No. of Respondents
26 – 30	2 40%	F	1 20%	Oromoic	2 40%
31 – 35	- 0%	M	4 80%	Amharic	2 40%
36- 40	1 20%			History	1 20%

Total Number of Students Observed

Table. 8

Totally Observed Students	Age	Sex	
		260	17- 22
F	135		

APPENDIX B
Addis Ababa University
Institute of Language Studies
English Department, Graduate Program

Questionnaire for Teachers

Dear Teacher:

The researcher is interested in researching the teachers' belief systems of teaching reading and to what extent these beliefs are reflected in the teaching practices in the English classroom. Your participation in this finding helps the investigator to complete his MA thesis in English Language Teaching. Please kindly spare a few minutes of your time to fill out this questionnaire. Your response to this questionnaire is treated with utmost confidence.

Thank you for your co operations.

Gemechis Teshome
School of Graduate Studies
Addis Ababa University

Part I Personal Profile

Direction: Put this mark "X" against the items on the spaces given.

- 1 Age: 20 – 25 _____ 26 – 30 _____ 41 – 45 _____
31 – 35 _____ 36- 40 _____ 46- 50 _____
- 2 Sex: Male _____ Female _____
- 3 Experience in teaching in years: 1 – 5 _____ 6 – 10 _____
11 -15 _____ 16 -20 _____
above 21 _____
- 4 Write your field of study: Major _____ Minor _____

Part II Teachers' Belief of Teaching Reading

Direction: Read the following statements regarding your beliefs of teaching reading. And indicate whether you believe or not with each statement based on the given rating scale.

- ❖ Strongly agree (5)
- ❖ Agree (4)
- ❖ Neutral (3)
- ❖ Disagree (2)
- ❖ strongly disagree (1)

To each of the items below put "X" mark in one of the boxes against the statements.

No	Statements	5	4	3	2	1
1	I read lessons/tasks are as important as other skills in foreign language teaching					
2	I integrate the information in the text with what they already know					
3	I believe in employing reading strategies such as scanning and skimming to read English language effectively and independently					
4	In my lesson plans, I teach reading is equally emphasized like other skills					
5	I give emphasis to teach vocabulary in teaching reading					
6	I explain the content of the text in detail					
7	I motivate learners to guess the meaning of unfamiliar words					
8	I believe in reading the text aloud for students					
9	I teach reading through predicting new words and silent reading					

Part III Reasons of Reading Lesson

Direction: Read the following statements regarding the purposes of teaching reading lesson. Then indicate which you think the purpose of teaching reading based on the given rating scale.

- most important (1)
- important (2)
- less important (3)
- not important (4)

To each of the items below put “X” mark in one of the boxes against the statements.

The purpose of teaching a reading lesson for grade 11 could be to:

No	Statements	4	3	2	1
1	teach students structure				
2	teach students to develop reading with fluency				
3	teach students pronunciation				
4	teach students individual reading profile				
5	teach grammar				
6	teach students vocabulary				
7	teach students the content of the text				

Do you have other purposes in teaching reading?

A _____

B _____

C _____

D _____

Part IV Statements about How often Reading should be taught

Direction: This part is meant to find out how frequently you employ teaching reading techniques. Indicate whether you accomplish:

- Always (4)
- Usually (3)
- Sometimes (2)
- Rarely (1)
- Never (0)

To each of the items below put “X” mark in one of the boxes against the statements.

No	Pre-reading Stage	4	3	2	1	0
1	asks students to read the titles and predict what the text is about					
2	sets a context before students begin reading					
3	sets a purpose for reading					
4	helps the students quickly look over the text					
5	Provides students warm-up questions related to the text					
6	teaches vocabulary before students read the text					
7	asks the students to relate the text or the topic with their prior knowledge					
8	Provides any language preparation that might be needed for coping with the passage					
9	draws student’s attention on the new vocabulary					
10	activates the students’ knowledge of the subject					

No	While- Reading Stage	4	3	2	1	0
1	helps learners to understand the text structure and the logical organization in a reading passage					
2	helps students to understand the writer's purpose and intention					
3	clarifies and comprehends the text content					
4	helps students to use inferencing and judging					
5	survey the general information					

No	Post-reading Stage	4	3	2	1	0
1	Encourages learners to draw conclusions about the text they read					
2	motivates students to discuss what they read					
3	asks students to comment on the text					
4	gives students a quiz about the text					
5	provides students follow-up activities related to the text					
6	assigns students to do tasks using the information in the text					
7	asks students to interpret the texts					
8	answers some of the comprehension questions					
9	leads students to a deeper analysis of the text					

APPENDIX C

Teachers' Interview

Direction: This semi-structured-interview is designed to elicit teachers' belief of teaching reading and to identify what impede their beliefs not to implement

- 1 Do you think that reading skill is as important as others skill?
- 2 Do you teach reading to develop reading fluency?
- 3 In what way do you think students can learn pronunciation in reading class?
- 4 Do you manage students reading profile to enhance their reading in your class?
- 5 How do you prepare students to learn grammar in teaching reading?
- 6 To what extent do you give emphasis to teach vocabulary in reading lesson?
- 7 Do you think seminars and workshop refreshing courses related to teaching reading are important for you?

Yes _____ No _____

- 8 If you respond yes for question number 7, what are the advantages you might gain out of it?

APPENDIX D
Observation Checklist

Direction: Classroom Observation Checklist on practical application of Reading Lesson.

Both the room teacher and students are observed.

Observation Number _____ Unit _____
 Observer's Name _____ Topic _____
 Date _____ Lesson No _____
 School _____ Reading Activity _____
 Section and Period _____ Time Started _____

No	The room teacher:	Yes	No	Remark
1	asks relevant questions/tasks in the reading text			
2	introduces the lesson			
3	familiarizes the students with some key terms			
4	Teaches few key words from the text			
5	Give emphasis to vocabulary teaching			
6	Corrects wrong pronunciation			
7	sets some gist questions			
8	motivates learners to take part in reading activities			
9	initiates the learners to predict about the reading			
10	makes sure all students can read			
11	Uses teaching materials			
12	makes sure all learners are involved			
13	Prepares and uses lesson plan			
No	the students:	Yes	No	
14	involve in reading lessons			
15	try to predict what the reading about			
16	Attentively listen to teacher's introduction			

17	Participate in the reading process actively			
18	read independently and silently			
19	read the text aloud			
20	take notes			
21	discuss their answer in pairs or in small groups			
22	use another relevant books like dictionary to refer unfamiliar words			
23	read through the passage and underline difficult words and phrases			

APPENDIX E

Interview Transcript

Teacher A

18th march 2011

R - Researcher

TA - Teacher A

R - Do you think that reading skill is as important as others skill?

TA- Of course, yes. Students with limited literacy skills may develop poor self-esteem, lack motivation, display behavioural and academic problems; thus leading them to be alienated from regular curriculum. For him, focus should be given to the elements of the language as equally as possible. This is because students would get lost in learning English if their reading skill is less.

R - Do you teach reading to develop reading fluency?

TA – Definitely however, discussed that an EFL teacher should consider the interest of his or her learners in teaching reading.

R - In what way do you think students can learn pronunciation in reading class?

TA - I have to consider pronunciation in teaching reading lesson. This would mean in reading session I am expected to pronounce words, phrases and others so that my students follow me. Pronunciations, like new and key words in a passage should be correctly pronounced.

R - Do you manage students reading profile to enhance their reading in your class?

TA – I think yes. As I believe em... it is highly important to teach reading in incorporating learners' reading profile.

R - How do you prepare students to learn grammar in teaching reading?

TA - I prepare learners by combining rules, meaning and communication should be combined so that the learners can understand the meaning of a given text

R - To what extent do you give emphasis to teach vocabulary in reading lesson?

TA - vocabulary plays a significant role in second or foreign language learning. It seems to be a pre-requisite for communication and is required for both receptive and productive skills.

Teacher B

18th march 2011

R - Researcher

TB - Teacher B

R - Do you think that reading skill is as important as others skill?

TB – Yes. Because I believe reading is the most emphasized skill. It is not a skill that can be automatically learned in overnight

R - Do you teach reading to develop reading fluency?

TB - As to me the center of teaching reading should be to develop students' fluency rather than accuracy. Of course, accuracy is something important but priority should be given for fluency in teaching reading.

R - In what way do you think students can learn pronunciation in reading class?

TB – I don't believe to teach reading for the target of benefiting learners in pronunciation rather, pronunciation it would be better to inform them the techniques of learning pronunciation.

R - Do you manage students reading profile to enhance their reading in your class?

TB - Yes I believe handling students reading profile has an indispensable role in enhancing students reading fluency.

R - How do you prepare students to learn grammar in teaching reading?

TB - The learners are expected to know grammars to properly understand the text. This does not mean I focus on teaching forms rather than on the meaning to teach reading.

R - To what extent do you give emphasis to teach vocabulary in reading lesson?

TB - I believe learners should use words to convey meanings. I mean vocabulary is used productively when learners want to express their meaning through speaking and writing; so, if they do not have enough vocabulary, they may fail to convey their messages.

Teacher C

19th march 2011

R - Researcher

TC - Teacher C

R - Do you think that reading skill is as important as others skill?

TC – I believe teaching reading is equally important. This is because teaching reading is the ability which enhances learners to understand and use the information.

R - Do you teach reading to develop reading fluency?

TC – Definitely.

R - In what way do you think students can learn pronunciation in reading class?

TC - I do not focus on pronunciation here because I already went through the vocabulary with them ...I was sometimes emphasizing on the unfamiliar words.

R - Do you manage students reading profile to enhance their reading in your class?

TC - Learners will analyze their strengths and needs in each component of reading. They will become more aware of the specific skills they need to work on to become proficient readers.

R - How do you prepare students to learn grammar in teaching reading?

TC - Grammar has an indispensable role. For me, with out giving consideration to grammar students may read but their language may not be good.

R - To what extent do you give emphasis to teach vocabulary in reading lesson?

TC – I believe to teach vocabulary in teaching reading that vocabulary plays significant role in foreign language teaching.

R - Do you think seminars and workshop refreshing courses related to teaching reading are important for you?

TC – Yes.

R - If you respond yes for question number 7, what are the advantages you might gain out of it?

TC – Every teacher can enhance their style of teaching reading.

Teacher D

19th march 2011

R - Researcher

TD - Teacher D

R - Do you think that reading skill is as important as others skill?

TD – Although I believe that, Students have diverse talents, strengths, interests, and experiences. Further, they have different language and cultural backgrounds. These variations influence the instructional decisions that teachers make.

R - Do you teach reading to develop reading fluency?

TD - I strongly believe that in teaching reading learners should promote their reading fluency, they have to be concerned about how they communicate the message not its structure or something else.

R - In what way do you think students can learn pronunciation in reading class?

TD - I teach pronunciation in teaching reading. Students who do not get the opportunity of learning pronunciation in teaching reading, they face faulty pronunciation that can lead them to communication breakdowns and sometimes result in unnecessary tension and conflict.

R - Do you manage students reading profile to enhance their reading in your class?

TD- Yes by meeting individually with the teacher, learners develop and refine their understanding of their reading strengths and needs and generate a plan for reaching their reading goals.

R - How do you prepare students to learn grammar in teaching reading?

TD - Grammar has important contribution to promoting reading tasks. Imagine you want to teach historical facts in which past verbs are important.

R - To what extent do you give emphasis to teach vocabulary in reading lesson?

TD - The words that occur at high frequencies are more easily recognized than words at low frequencies. Therefore, the more often the learner encounters the words, the higher the chance that they will remember and learn the words.

Teacher E

19th march 2011

R - Researcher

TE - Teacher E

R -Do you think that reading skill is as important as others skill?

TE - I stress that teaching reading is very important that readers learn the importance of providing opportunities for students to engage in daily reading of extended text for authentic purposes and how to promote and model reading as a pleasurable and beneficial activity.

R - Do you teach reading to develop reading fluency?

TE - Yes believed that students who can decode text accurately, read at an acceptable rate, and read aloud with appropriate expression are said to be fluent readers.

R - In what way do you think students can learn pronunciation in reading class?

TE – Em... I think that most of the students at higher institution and preparatory level have the problem of pronunciation. Had teaching of pronunciation in teaching reading been given the focus English need to achieve a level of pronunciation to be understood and to minimize oral communication problems.

R - How do you prepare students to learn grammar in teaching reading?

TE – I believe that with out the understanding of using grammar how to develop students' reading skills; I hope reading would be senseless. So, in promoting students reading skill, grammar is the center of language teaching and learning.

R - To what extent do you give emphasis to teach vocabulary in reading lesson?

TE - Okay, some of the vocabulary is very hard for the learners and the way the words are used. So, sometimes the students expect translation to Amharic. Since, the expressions and some words are uneasy for them to understand they need to look up in a dictionary. However, teaching vocabulary is not simple task teaching reading should achieve this target.

APPENDIX F

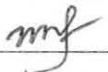
Summary of Observation Checklist

	Items	Yes					No				
		TA	TB	TC	TD	TE	TA	TB	TC	TD	TE
1	The teacher asks relevant questions in the reading text						✓	✓	✓	✓	✓
2	The teacher introduces the lesson						✓	✓	✓	✓	✓
3	The teacher familiarizes the students with some key terms					✓	✓	✓	✓	✓	
4	The A teacher teaches few key words from the text	✓	✓						✓	✓	✓
5	The teacher give emphasis to vocabulary teaching						✓	✓	✓	✓	✓
6	The teacher corrects wrong pronunciation				✓		✓	✓	✓		✓
7	A teacher sets some gist questions						✓	✓	✓	✓	✓
8	The teacher motivates learners to take part in reading activities			✓			✓		✓	✓	✓
9	The teacher initiates the learners to predict about the reading						✓	✓	✓	✓	✓
10	The teacher makes sure all students can read	✓	✓						✓	✓	✓
11	A teacher uses teaching materials	✓	✓	✓	✓	✓					
12	The teacher makes sure all learners are involved						✓	✓	✓	✓	✓
13	The teacher prepares and uses lesson plan	✓	✓	✓	✓	✓					

DECLARATION

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

Name: Gemechis Teshome Chali

Signature: 

Place: Addis Ababa University, Department of English Language

Date of Submission: 3rd June 2011