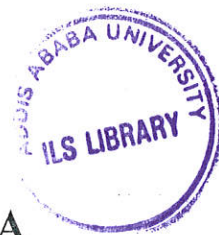


**AN INVESTIGATION OF TEACHERS' BELIEFS AND
THEIR CLASSROOM PRACTICES ABOUT READING
STRATEGIES: TWO PREPARATORY SCHOOLS IN FOCUS**

**A THESIS SUBMITTED TO
THE DEPARTMENT OF ENGLISH
FACULTY OF LANGUAGE STUDIES
ADDIS ABABA UNIVERSITY**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTERS OF ARTS IN TEACHING
ENGLISH AS A FOREIGN LANGUAGE (TEFL)**

**BY
HABTAMU YIRGA**



JUNE 2011

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
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Acknowledgments

I would like, first of all, to extend my heartfelt thanks to my advisor Dr. Mekasha Kassaye for his unreserved comments given during and out of his consultation hours and materials support.

I am also highly grateful to acknowledge all of the fifteen teachers and principals and vice-principals of the two schools that have been used as samples for the study.

The researcher thanks the Office of Graduate Programs of Addis Ababa University for the finance it allocated to this study to be finished in this way.

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Abstract

The purpose of this study was to investigate teachers' beliefs about the reading strategies and to examine whether these beliefs are reflected in the actual classroom. The study is a descriptive survey type of research which involves questionnaire survey so as to search for teachers' beliefs, classroom observation in order to see whether or not teachers are reflecting their stated beliefs in the classroom, and semi-structured interview so as to collect factors that have impeded or promoted teachers in not implementing or implementing the reading strategies.

The result indicated that teachers have positive beliefs for the cognitive, metacognitive, and social/affective reading strategies except they disliked implementing a reading strategy called translation. On the contrary, teachers' observed practices of the strategies showed that eleven out of the twenty-five reading strategies from each of the three classifications of the strategy types have been reflected in the actual teaching and learning process of reading. For this incongruence between teachers' stated beliefs and their observed classroom practices, limited amount of time, mixed ability classes, low level of students' motivation to read a passage and to learn reading, difficulty of some contents of the textbook for students' grade level, scarcity of necessary strategies to apply for specific activities except skimming, scanning, guessing the meanings of words, and so forth, lack of sufficient textbooks in the classroom while students are reading a passage, and no English lab classes in the schools have been expressed as factors which promote teachers in not using the reading strategies in the classroom.

Upgrading teachers' knowledge of the reading strategies through arranging training workshops, allotting an extended time so as to teach reading in a relaxed way, applying the different pedagogical and psychological methods such as humors and jokes to motivate students while they are learning reading skills, including several appropriate reading strategies into the students' textbooks, and opening sufficient English laboratory classes in the schools, and so on have been recommended by the researcher in order to make teachers' beliefs about the reading strategies and their classroom practices consistent.

Key Words and Phrases

Reading	Reading strategies
Beliefs	Teachers' beliefs
Practice	Classroom practices

CHAPTER ONE

Introduction

1.1 Background to the Study

Reading is considered to be one of the most important skills of which language learners should obtain, particularly as it helps to build vocabulary and leads lifelong learning and improvement in first and second language skills (Hua and Wilhelm 2008). As cited by Girma (1994:13), Carrell (1988), Beaumont (1987), Gina (1987), McDonough (1984), and Eskey (1970) unanimously agree that in situations where a foreign language is used as a medium of instruction, reading plays an extremely significant role because learning of almost all subjects requires reading of academic materials and it can therefore be regarded as the vehicle that facilitates the process of learning. What is inferred from these two definitions of reading given by different scholars is that reading is an important skill either in learning English as a foreign or second language or studying other subjects in which English is utilized as a medium of instruction.

As it is clear that reading has been playing a significant role for the teaching learning process, students can benefit from it when they are using the reading strategies. There has never been consensus among researchers for a clear cut definition of reading strategies due to the way the term has been used in different contexts such as first, second or foreign language learning (Cohen 1988 cited by Khonamri and Salimi 2010). Girma (1994:14) defines reading strategies as they are a subset of language learning strategies and that the ability to use a range of effective reading strategies is believed to be of paramount importance to foreign language students in making their reading more effective. When it is said reading strategies are a subset of language learning strategies, language learning strategies are tools for active, self-directed movement, which are essential for developing communicative competence (Oxford 1990 as cited by Girma 1994:14). As it has been cited in the work of Song (1998), reading strategies indicate how readers perceive a task, what textual clues they attend to, how they make sense of what they read and what they do when they do not understand (Block 1986). Block's definition signifies that reading strategies are the specific actions, behaviors, steps or techniques used by students to facilitate their reading process.

While English as a foreign or second language teachers are teaching their students the reading skills in specific and/or other skills in general, are expected to perform their teaching and learning practices in accordance with the beliefs that they have on the subject matter. Richards and Lockhart (1994), as cited by Khonamri and Salimi (2010), maintain that beliefs are built up gradually over time and they consist of both subjective and objective dimensions which serve as background to much of the teachers' decision making and classroom actions. In his own part, as cited in the work of Lin (2010), Johnson (1999) pointed out that beliefs have a cognitive, an affective and a behavioral component and therefore act as influences on what teachers know, feel and do. All language teachers will or will not reflect their beliefs on the teaching and learning practices. However, teachers' beliefs have great impact on their decisions and judgments in the classroom (Tillema 2000 as cited by Al-Siyabi and Region 2009). In addition, as it is cited by Baleghizadeh and Farshchi (2009), what Borg (1999) clearly points out is that teachers' beliefs have roles in their classroom practices in that: teachers' decision in teaching are influenced by a set of complex and conflicting cognitions about language learning in general, second language learning and students' overall performance.

As long as it is believed that teachers have beliefs that are derived from established practices, personality, educational principles, research based evidence, and/or from an approach or method of instruction, the question lays on too many researchers in that: are teachers really reflecting their beliefs in their actual classroom practices? If the answer is yes, what effect these beliefs have on the learners and learning, teaching, subject area, learning to teach or the self and the nature of teaching; and if it is not, what are the factors that are contributing for the inconsistencies between teachers' beliefs and their classroom practices?

There might be no sufficient local research that has been done exactly on this title. However, there are researches in which the researcher read from foreign researchers on the same topic of investigation. These researches did not come up with the same findings; they rather claim that teachers' beliefs are correspondent with their classroom practices or they are not congruent with their implementation. Researches which have been conducted after the late 1970's concluded that there are no any significant differences between what a teacher believes and what he/she does in the actual classroom. On the other hand, researches which have been conducted recently pointed

out, in their findings, that teachers' stated or observed beliefs are not congruent with what they actually perform when the teaching and learning process takes place.

It is supposed that Ethiopian English as foreign language teachers are whether reflecting their beliefs about the reading strategies in their actual classroom practices or not. As far as there has shortage of local researches that have been conducted exactly on this topic, the researcher has got this study important to take into action so that the findings this research gets will be from one of the above studies' results: either it shows that Ethiopian language teachers are implementing their beliefs regarding the reading strategies on what they are practicing in the classroom or they are not totally using the reading strategies while they are teaching reading in the classroom or they are using some of the reading strategies while they ignore some other strategies.

1.2 Statement of the Problem

When learning reading, students often experience the lack of reading strategies that are essential for them to overcome the challenges in the classroom. As cited in the work of Nguyen (2009), Garner (1987); Presley, Beard EL, Dinary and Brown (1992) pointed out that research into reading has found that effective readers are aware of the reading strategies they use flexibly and efficiently. In doing so, teachers' role is important in making students being able to use the strategies both effectively and efficiently. The impact of teachers' beliefs in using the strategies in the classroom has been recognized significantly by different scholars. Khonamri and Salimi (2010), in their research work, as cited by King, Shumow, and Lietzs' (2000), contend that this is why the relationship between teachers' stated or observed beliefs and their instructional practices have increasingly attracted attention in recent years in science education and other study areas. But, these studies are empirically conducted only starting from the late 1970s. In relation to this point, Freeman (1989), and Johnson (1990), as cited by Khonamri and Salimi (2010), explain that it has been only recently that second language educational researchers began to recognize the cognitive dimensions of teachers' thoughts, attitudes and decisions, and how they may affect the nature of instruction.

All researches which have been done from the late 1970's until the present day come up with two different extremes of findings. The first research group's findings that can go in the first extreme

say that teachers' beliefs are significantly reflected on their teaching practices. For example, Chou (2008), as cited by Khonamri and Salimi (2010), conducted a study on the assumption that teachers are highly influenced by their beliefs. S/he investigated the construct of teachers' beliefs systems about reading approaches among 42 (forty-two) university instructors and explored the degree of discrepancies or consistencies between teachers' beliefs about reading theories and their practical teaching activities in the EFL setting. The finding he/she came up with shows that there were no significant differences between the participants' beliefs and their use of each reading approach. In addition, in their study on the relationship between teachers' beliefs and their practices in reading comprehension instruction, Richardson et al (1991), as it is cited in the work of Nguyen (2009), found that in most cases the beliefs of teachers in the sample related to their classroom practices in the teaching of reading comprehension. Other researchers like Liang et al (1998), as cited by Nguyen (2009), also came up with the same findings saying that teachers' beliefs corresponded with their actual classroom practices.

On the other hand, the second extreme of the research findings on the same title showed that there are no consistencies between teachers' stated beliefs and their observed classroom practices. As it has been cited by Khonamri and Salimi (2010), Basturkmen, Loewen, and Ellis (2004), in a study, found evidence of incongruence between second language teachers' stated beliefs and their classroom practices related to form-focused instruction. At the same time, Nguyen (2009:40), in his/her study on teachers' beliefs about teaching the reading strategies, says that "teachers' classroom practices did not always correspond to their beliefs". These follow from several reports of inconsistencies between teachers' beliefs and their practices in mainstream education. In relation to these results, as it is cited by Khonamri and Salimi (2010), it has also been noted that such incongruence between teachers' beliefs and their classroom practices are not unexpected due to the demands and complexities of classroom life which constrain teachers' abilities to provide instruction that aligns perfectly with their beliefs (Fang 1996).

This study therefore will be put in one of the above two results in investigating Ethiopian EFL teachers' beliefs about the reading strategies and observing their actual classroom practices of teaching reading. Except Girma (1994); and Rufael (2007) who have conducted a research on investigating the reading strategies but not on searching for teachers' beliefs and their classroom

practices, the researcher could not find any local thesis that has been exactly done on this title. The researcher would like to notice that there are local researches (e.g. Alamiraw 2001; and Misrak 2007) that have been conducted on student teacher attitudes towards reading texts and exercises, and the practice of reading in particular. Therefore, this research's findings will be of a preliminary investigation into the teachers' beliefs and their classroom practices because of the following points.

- There is a growing realization of the need to understand the underlying belief systems of language teachers and the impact these have on their classroom practices (Borg 2003 as it is cited in the work of Al-Siyabi and Region 2009:1)
- As it has been cited by Al-Siyabi and Region (2009:1), Johnson (1994) says that it is now accepted that understanding teachers' beliefs is essential to improving the teaching practices and teacher education programs
- Teachers' beliefs are complicated so there should be further study into teachers' beliefs and their classroom practices (Nguyen 2009:46)
- As long as one could not find a research that has been done on the same title on the Ethiopian EFL teachers settings, the researcher thought that investigating teachers' beliefs about the reading strategies and their classroom practices is beneficial

1.3 Objectives of the Study

1.3.1 General Objective of the Study

The general objective of this study was to:

- explore teachers' beliefs about the reading strategies and ^{their} reflection in the actual classroom's instructional practices

1.3.2 Specific Objectives of the Study

The specific objectives of this research were to:

- ✓ find out teachers' beliefs about the reading strategies
- ✓ examine the extent to which teachers are reflecting their beliefs in their reading classroom practices
- ✓ find out factors that can promote or impede teachers whether to reflect or not to reflect their beliefs about the reading strategies in the classroom's reading instructions

1.4 Significance of the Study

Knowing about teachers' beliefs and their correspondence with their classroom practices has got greater emphasis by the educational researchers during the last 30 years so as to make the teaching and learning process of reading effective and efficient as well. In the teaching of reading in which it is believed as extracting meaning from a written text, reading strategies are keys for the students' better understanding and process of comprehending a text. Even though several foreign researchers on this topic propose too much significance for their findings, this thesis has planned its own importance for both to teachers and students and future researchers.

The findings of this research will contribute some important knowledge to the classroom teaching and learning and give teachers the opportunity to implement the reading strategies that are appropriate to their students' learning style and needs. In other words, the insights to be given in this study can lead to increased awareness of how reading strategies can effectively be utilized and how teachers base classroom practices on their own beliefs.

As long as this research is a pioneer investigation into the Ethiopian EFL teachers' beliefs about the reading strategies and their classroom practices, future researchers will be able to conduct related researches on the same title so that they will come up with the same or nearly identical or totally different findings of their own.

1.5 Limitation of the Study

The researcher intended to investigate preparatory schools' English teachers' beliefs about the reading strategies and to observe their classroom practices. This is purposefully done because preparatory students are expected to join colleges and universities so that they are going to read a lot for their successful accomplishment. The researcher liked to conduct the research only in one Zone from Amhara region. Singh (2007) says that a descriptive research needs a greater number of respondents and the samples will be selected from 10-20% of the total population. There are twelve preparatory schools in West Gojjam Zone of Amhara region so that the researcher is to take only two randomly selected preparatory schools (15% from the 12 schools). The numbers of teachers who are teaching in these schools are only fifteen. Therefore, this research is limited only to those fifteen teachers for it to be conducted this way.

1.6 Scope of the Study

The research is delimited on all of the English teachers of two randomly selected preparatory schools from two city administrations of West Gojjam Zone; Amhara Region. In this Zone, there are twelve Woredas and city administrations in which each town has one preparatory school. From these twelve preparatory schools then, the researcher has selected two schools (15%) from the overall twelve schools. These schools are called Shikudad Senior Secondary and Preparatory and Damot Preparatory Sschools.

1.7 Organization of the Study

This thesis has been organized in a total of five chapters. The first chapter contained the introduction sections of the research. Background to the study, statement of the problem, objectives, significance, limitation and delimitation of the study are included in this chapter. The second chapter dealt with review of the related literatures. Literatures that are talking about teachers' beliefs and the reading strategies have been discussed in this unit of the paper. The third chapter is sorted out by the research design and methodology sections. The research methodology, samples and sampling techniques, the data gathering instruments, method of data analysis, and the ethical issues of the research are the main parts of this chapter. The fourth and main body of the thesis's unit has presented the results and discussion sections of the study. Data that have been collected through the data gathering tools and their brief analysis and discussion by the researcher is covered in this part of the paper. The last chapter showed the conclusions of the findings and included the researcher's suggested recommendations.

CHAPTER TWO

Literature Review

2.1 Defining Reading

Too many scholars in the field of teaching English as a second or foreign language define reading in different ways but nearly in the same meanings. Among these, the definition given by Susser and Robb (1990) has been explained first by most researchers and their works. As Susser and Robb (1990) say, reading has been the most emphasized skill in traditional foreign language (EFL) teaching and it is the main stay of English as a foreign language (FL) instruction in many countries. In their definition, Susser and Robb tried to assert that reading is an essential skill for English as a second or foreign language learner and is easy to master. In relation to this, Carrell (1984), as it is cited on the work of Kim and Wilhelm (2008), also says that for many students, reading is by far the most important of the four skills, particularly in English as a second or foreign language. Other language scholars, on the other hand, define reading as it is a very difficult process of making meanings from written texts. Reading is described as a complex process of making meanings from a text, for variety of purposes and in a wide range of contexts (Allen and Bruton 1998; as it is cited by Cabaroglu and Yurdaisik 2008). As it is cited on the work of Girma (1994), Beaumont (1987), Carrell (1988), Gina (1987), McDonough (1984), and Eskey (1970) have said the following about reading.

In situations where a foreign language is used as a medium of instruction, reading plays an extremely significant role, because learning of almost all subjects requires reading of academic material. In such contexts, reading can be regarded as the vehicle that facilitates the process of learning. (Girma 1994:13)

In this quotation, reading is not only important for learning any foreign language, but also where the foreign language is used as tool to teach other subjects, it is as well essential to make the teaching and learning process fruitful. All in all, all the above definitions which have been given by researchers show that reading has a positive impact both in the learning of second or foreign

languages or in the learning of other subjects in which the foreign language is used as a medium of instruction.

2.2 Reading Strategies

2.2.1 Defining Reading Strategies

Before looking directly at the meaning of reading strategies, it is better to observe first at what strategy means. The Larousse Chambers Dictionary defines the term strategy as the art of planning or carrying out a plan skillfully and the definition of skill is cleverness at doing something either from practice or from a natural gift. In support of this, as it has been cited on the work of Cadena, Robb (1996) says that “*I believe that a skill becomes a strategy when the learner can use it independently when the child can reflect on and understand how it works and then apply it on new reading materials, when this occurs, the student has become what I consider a strategic reader*”. (Cadena 2009:41)

Anderson, on his own part, adds:

Strategies are the conscious actions that learners take to improve their language learning. They may be observable such as observing someone take notes during an academic lecture and then comparing a lecture with a chapter in a textbook in order to understand and remember information better, or they may be mental such as thinking about what one already knows on a topic before reading a passage in a textbook. (Anderson 2003:3)

When students are able to read written texts in the way they understand and comprehend, they are said to be using a certain skill that is very important for their learning and this skill can be considered as a strategy used in order to achieve the goal of reading. If it is understood that a strategy is a mechanism in which students use to accelerate their learning effectively as well as efficiently, it is therefore assumed that teachers, while teaching (or presenting) reading, are expected to make their students active in using the reading strategies that are essential for the learning and teaching process. It is better to consider the meaning of reading strategies that was given by different linguists and researchers even though there has never been consensus among

them for a clear cut definition of the strategies due to the way the term has been used in different contexts such as first, second or foreign language learning (Cohen 1998 as cited by Khonamri and Salimi 2010). Girma, in his thesis work, said that: *“reading strategies are a subset of language learning strategies and that the ability to use a range of effective reading strategies is believed to be of paramount importance to foreign language students in making their reading more effective”* (Girma 1994:14)

Girma tried to show that reading strategies are one part of language learning strategies; and the term language learning strategies are defined by Oxford and Scurcella. Oxford (1990), as it is cited by Nguyen (2009), states language learning strategies are important for language learning because they are tools for active, self-directed movement, which is essential for developing communicative competence. As it is also cited by Nguyen (2009), language learning strategies are specific actions, behaviors, steps, or techniques such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning (Scurcella 1992).

As it has been cited in the work of Li (2010), Barnett (1988) has defined reading strategies as mental operations involved when readers purposefully approach a text to make sense of what they read. This idea is supported by Carrell (1998) as reading strategies refer to conscious reading behavior which include a wide range of cognitive mental activities such as skimming, scanning, predicting, guessing, making inferences, confirming or disconfirming inferences, identifying main idea, etc, as it has been cited by Khonamri and Salimi (2010). Carrell intends to point out that while a student is reading a certain text, he/she is expected to use her/his mental activities (the reading strategies) in order to get meaning from the reading material. Therefore, as it is cited by Cabaroglu and Yurdaisik (2008), it can be said that reading strategies are actions or series of actions that are to be employed in order to construct meaning (Garner 1987).

Reading strategies are significant to accomplish reading tasks successfully. Girma (1994:15) argues that *“reading strategies play a great role in the understanding of a written text, and appropriately used reading strategies can promote reading comprehension and help learners tackle difficulties on their own”*. It is also believed that reading strategies can best achieve the

goal of teaching reading when they are used collaboratively by the students. Besides this idea, Anderson (1991) highlights that strategic reading is not only a matter of knowing what strategy to use, but also the reader must know how to use a strategy successfully and orchestrate its use with other strategies. This quotation tells that although one can identify individual strategies rarely, reading strategies are related to each other and must be viewed as a process and not as a single action.

2.2.2 The Importance of Reading Strategies in the Learning Process

Knowledge of the reading strategies is important because if one is conscious of the processes underlying the learning that she/he is involved in, then the learning will be more effective. This fact showed that learners who are aware of the reading strategies are more highly motivated than those who are not. However, not all learners automatically know which reading strategies work best for them. Explicit strategy training, coupled with thinking about how one goes about learning, and experimenting with different reading strategies, can lead to more effective learning. Oxford (1990) argues that reading strategies are important for learners who have developed appropriate learning strategies, have greater self – confidence and learn more effectively. According to Oxford (1990, as it is cited in the work of Girma 1994:14), reading strategies:

- ☛ contribute to the main goal, communicative competence
- ☛ allow learners to become more self – directed
- ☛ expand the role of teachers
- ☛ support learning both directly and indirectly

2.2.3 Reading Strategies in Teaching Second or Foreign Language Reading

Reading strategies are seen as comprehension processes that enable readers to construct meaning from the printed page most effectively. In other words, those strategies show how readers tackle a reading task, how they interpret their reading and what they do when they do not comprehend. Many researchers have similarities in categorizing reading strategies. For example, as it is cited by Nguyen (2009), Anderson (1999), Brantmeier (2002), Almasi (2003) and Sugirin (1999) emphasized the role of prior knowledge in reading. Brantmeier (2002) and Brown (1990) introduced skimming, scanning and guessing as effective strategies in reading. However, there

are some differences in their classification. For instance, Brantmeier (2002), as it has been cited by Nguyen summarizes reading strategies as *“the strategies may involve skimming, scanning, guessing, recognizing cognates and word families, reading for meaning, predicting, activating general knowledge, making inferences, following references, and separating main ideas from supporting ideas.”* (Nguyen 2009:15)

As it has further been cited by Nguyen (2009), reading strategies can consist of evaluating content, such as agreeing or disagreeing, making an association with prior knowledge or experience, asking and answering questions, looking at the key words, using sentence structure analysis such as determining the subject, verb or object of the sentence, skipping and rereading (Almasi 2003 and Sugirin 1999). Clearly, not all reading strategies are of equal effectiveness due to the different types of reading texts and tasks, and reading strategy use by each reader.

2.2.4 Classification of the Reading Strategies

As it has been cited briefly by Girma (1994:17-24) and presented in the work of Nguyen (2009:11-14), Oxford’s (1990) taxonomy of language learning strategies have stated the following classifications of the reading strategies and their definitions.

2.2.4.1 Direct Reading Strategies

These kinds of reading strategies have a different effect on success in reading. These include the cognitive and compensation reading strategies.

2.2.4.1.1 Cognitive Reading Strategies

Under this classification of the reading strategies, there are eighteen strategies in which Oxford (1990) tried to point out. The first strategy is repeating which refers to reading a passage more than once to understand it more completely each time for different purposes. Practicing naturalistically is the other strategy which is to mean using the target language in an authentic way for reading comprehension by reading newspapers, magazines, etc in the target language. Skimming and scanning are also presented as they are reading strategies in which they are to mean going through the reading material in order to get the gist (general idea of the text) or to locate the specific information respectively. Oxford also writes that resourcing meaning using

additional resources to the text in order to find out the meaning of the passage clearly is a strategy too. Reading deductively by applying rules to understand or to produce the second or foreign language making up rules based on language analysis can be considered as a reading strategy. By finding the meaning of a new expression, word phrase, complex sentences, or even paragraph by breaking it down into its component parts, teachers can apply a reading strategy which is called analyzing expressions.

Translation is another which refers to using the first language as a basis for understanding and/or producing the second or foreign language. Taking notes which means writing down key words or concepts in an abbreviated verbal, graphic or numerical form while reading, summarizing that is to mean making a mental, oral or written summary of new information gained through reading, highlighting which is to mean using a variety of emphasis techniques (such as underlining, starring or color coding) to focus on important information, grouping which means classifying words, terminology or concepts according to the attributes or meanings they belong to, and imagery that is to mean using visual images (either mental or actual) to understand or remember new information are all expressed as strategies that are very important to understand the reading passage. In addition, Oxford (1990), as cited in the work of Girma (1994:17) and Nguyen (2009:13), adds key word method which means remembering a new word in the second language by: (1) identifying a familiar word in the first language that sounds like or otherwise resembles the new word, and (2) generating easily recalled images of some relationship with the first language homonym and the new word in the second language, elaboration that is to mean relating new information to prior knowledge, relating different parts of new information to each other, or making meaningful personal associations with the new information, transfer which means using previous linguistic knowledge or prior skills to assist comprehension or production, inferencing through using available information to guess the meaning of new items, predict outcomes or fill in missing information, and recombination which refers to constructing a meaningful sentence or larger language sequence by combining known elements in a new way are also taken as useful cognitive reading strategies.

2.2.4.1.2 Compensation Reading Strategies

These types of reading strategies, according to Oxford (1990), involve students in using linguistic clues which means guessing meanings using previously gained knowledge of the target language (e.g. prefixes, suffixes, word order, etc), and using other clues through seeking and using clues (such as title, table of contents, prefaces, etc) that are exactly language based.

2.2.4.2 Indirect Reading Strategies

These kinds of reading strategies contribute indirectly to success in reading skills. These include the metacognitive, social and affective reading strategies.

2.2.4.2.1 Metacognitive Reading Strategies

Oxford (1990) tried also to give the metacognitive reading strategies which involve students in finding out language learning through talking about their learning problems, reading books, organizing which means keeping a language learning notebook for writing down the new target language expressions, structures, etc, setting goals in which writing down the objectives in order to become proficient enough to reading professional materials, magazines, or newspapers or to reach a superior reading proficiency level, identifying the purpose of a language task through having a purpose for reading something in the light of the situation and the type of the material. Besides, metacognitive reading strategies are crucial for students in order to involve them in planning for a language task which is to mean identifying the general nature of the task, figuring out whether or not a reading task requires the reader to recognize and understand a variety of words, considering whether the reader has the needed vocabulary, seeking practice opportunities through creating chances for practice, reading materials other than those required for study in class, self-monitoring which means checking one's comprehension during reading and checking the accuracy and/or appropriateness of one's oral or written production while it is taking place, and self-evaluation that is to mean assessing students' reading proficiency in a variety of ways, considering whether or not their comprehension is acceptable at a given point, estimating whether their reading speed has improved.

2.2.4.2.2 Social Reading Strategies

These kinds of reading strategies are important to involve students in asking for clarification or verification, cooperating with their peers in order to make the reading passage clear to all of them, and cooperating with more proficient users of the new language that is being read. These strategies indirectly support cooperative learning not only in teaching reading but also in learning other macro and micro-skills of English.

2.2.4.2.3 Affective Reading Strategies

Under the indirect reading strategies, the last classification given by Oxford is affective strategies that are essential to involve students in using progressive relaxation, deep breathing or mediation. Mediation means focusing on a mental image or sound to centre one's thought, using music, using laughter, making positive statements about oneself and one's ability especially before a potentially difficult task, taking risks wisely regardless of both the possibility of making mistakes and fear of failure, rewarding oneself for achievements, listening to one's body, emotional self-assessment, paying attention to one's emotional state, and trying to control fear, anxiety, etc, and discussing one's feelings on the language learning process with other people.

2.3 Defining Beliefs

As cited in the work of Khonamri and Salimi (2010), beliefs have been acknowledged as being notoriously difficult to define, with Pajares (1992) labeling them as a "messy construct" that travels in disguise and often under alias such as "explicit propositions" (Nisbett and Ross 1980), "teachers' subjectively reasonable beliefs" (Harootunian and Yarger 1981), "implicit theories" (Clark and Peterson 1986), "conceptions" (Ekeblad and Bond 1994), "personal theories" (Borg 1999), "personal pedagogical systems" (Borg 1998), "judgments" (Yero 2002) "untested assumptions" (Calderhead 1996), "perceptions" (Schulz 2001), "pedagogical principles" (Breen Hird et al. 2001), "theories for practices" (Burns 1996), "images" (Golombek 1988) and "maxims" (Richards 1996). Pajares (1992) also says the following in defining beliefs, as it has been cited by Nguyen (2009).

Defining beliefs is at best a game of player's choice. They travel in disguise and often under alias—attitudes, values, judgments, axioms, opinions, ideology, perceptions, conceptions, conceptual systems, preconceptions, dispositions, implicit theories, explicit theories, personal theories, internal mental processes, action strategies, rules of practice, practical principles, perspectives, repertories of understanding, and social strategy, to name but a few that can be found in the literature. (Nguyen 2009:17)

Beliefs have a direct contact with commitment—the weight that teachers give emphasis while they are practicing the strategies in the classroom. In relation to this point, the internet site ‘inspired-personal-development.com’ (2008) has written the following:

When we believe in something, we have a level of commitment to it. Agreeing or disagreeing with an idea indicates that we have a belief about it. Beliefs are the ideas we have a commitment to, and support. Beliefs are the views and opinions that we have accumulated that represent us. Our beliefs are positions that we endorse. They also express our attitude about things, and our way of thinking and looking at things and ideas. What we believe is what we stand for. (‘Inspired-personal-development’ 2008:1)

Thomas (2008) has argued that beliefs are highly connected with what we called truth or fact. He adds no belief appear to be wrong in one’s thinking and doing. He wrote the following.

Beliefs are thoughts that we accept as true. In other words, anything that we think long enough and assume it is true for us; it will become a belief, or a command to our subconscious mind, which then begins the creative or manifesting belief. What we believe is what we get. Beliefs seem to be a conspiracy between the mind and the emotions that intend to help us make sense of what we are experiencing. (Thomas 2008:3)

Johnson (1994), on his own part, defines beliefs as they are formed early in life as a result of a person's education and experience and strong beliefs about learning and teaching well established by the time a student completes schooling. Johnson tries to tell that a person can reflect his/her

own beliefs where she/he has grasped it from the day-to-day life experiences and from what he/she has learned from the formal education programs such as schools.

Pajares (1992) says beliefs are instrumental in defining tasks and selecting the cognitive tools which interpret, plan and make decisions regarding such as tasks; hence, they play a critical role in defining behavior and organizing knowledge and information. In relation to behavior and cognition, Pajares also adds that beliefs strongly influence both perception and behavior. In addition, this idea is supported by Richards and Lockhart (1994), as it is cited by Khonamri and Salimi (2010). They write as *"beliefs are built up gradually overtime and they consist of both subjective and objective dimensions which serve as the background to much of the decisions to be made in the classroom. Beliefs are attitudes consistently applied to an activity that guides both our thoughts and behaviors."* (Khonamri and Salimi 2010:2)

Generally, as it is cited in the work of Lihua (2010), beliefs (as Williams and Burden 1997 agree) tend to be culturally bound, to be formed early in life and to be resistant to change, and (as Pajares 1992 believes) they can be inferred both from what people say and from what people do.

2.3.1 Teachers' Beliefs

Research regarding teachers' beliefs and thinking began in the late 1970s and the beginning of 1980s and quickly grew into a large body of research for the researchers in different field of studies. These studies reveal that teachers have beliefs about all aspects of their work. Most of the researches into teachers' beliefs generally show that teachers have their own beliefs, cognitions, theories about teaching and learning which might have been influenced by their training, work experience, and so on. For example, as cited by Patricia and Farrell (2005), Kagan (1992) contends that teachers' beliefs consist of tacitly held assumptions and perceptions about teaching and learning. Borg (1999 and 2003) and Graves (2000) as cited by Lin (2010), on their own part, agree that the personality, educational background (learning experiences), and professional experiences (working experiences and places) in the teachers' life usually have a powerful influence on the development of their teaching styles. All what these researchers including Johnson (1994 as cited by Patricia and Farrell 2005) explained as that educational research on teachers' beliefs share three basic assumptions. These are:

1. teachers' beliefs influence perception, and judgment
2. teachers' beliefs play a role in how information on teaching is translated into classroom practices.
3. understanding teachers' beliefs is essential to improving teaching practices and teacher education programs.

Most language scholars have also explained that when teachers' beliefs developed from time to time, their way of teaching also changes in the same way. As it has been cited in the work of Khonamri and Salimi (2010), Kagan (1992), for instance, believes that as a teachers' experience in the profession increases, their knowledge grows richer and more coherent and forms a highly personalized pedagogy on belief system that constrains the teachers' perception, judgment and behavior. Therefore, as Calderhead (1996) in Salimis' (2010) research work argues, there are five main areas in which teachers have been found to hold significant beliefs including beliefs about:

- a) learners and learning
- b) teaching
- c) subjects or curriculum
- d) learning to teach, and
- e) the self and the nature of teaching

As long as teachers have the responsibility to introduce, and provide practice in useful reading strategies for coping with texts in an unfamiliar language (L2), Cheek, Steward, Laureny, Borgia, Cummins, Cheek, and Lindsey (2004), as it has been cited in the work of Conrad (2010), say the strong influence of teachers' belief systems on their reading instruction is presented to the students which greatly affects lesson planning, and student learning.

To sum up, despite the types and amounts of knowledge that teachers may hold, it is their beliefs that are more likely to dictate their actions in the classroom.

2.3.2 Relationships between Teacher's Beliefs and Their Practices

Squires and Bliss (2004), as it is cited by Lynn (2006), contend that all teachers bring to the classroom some level of beliefs that influence their critical decision making. In addition, Hall (2005), cited in the work of Yergian (2010), also agrees that the decisions that content area teachers make about what to teach and how to teach it may be largely influenced by their beliefs. Whether the teacher is trained on the reading strategies or not, her/his practices of teaching reading is most likely influenced by his/her beliefs.

2.3.2.1 The Role of Teachers' Beliefs in Language Learning and Teaching

The way teachers think about, understand, and value instruction influences their practice. Because teachers are the critical factor in the implementation of an appropriate approach their values, attitudes, and beliefs about classroom practices are important. Classroom practices are based on a logical system of beliefs. As it has been cited by Nguyen (2009), previous research on teacher practice has focused little attention on the thoughts and beliefs teachers have about their practice (Erickson 1986 and Garner 1987). Because teachers' beliefs are central to the instructional strategies they implement, beliefs become one of foremost important factors in driving their actions in class and contributing to the effectiveness of teaching and learning (Fenstermacher 1979, Floden 1983, Stallings and Stipek 1986). It is important therefore to have an understanding of teachers' belief systems, in order to begin to identify and understand the variables that mediate the difference between teachers' thinking and their classroom practices.

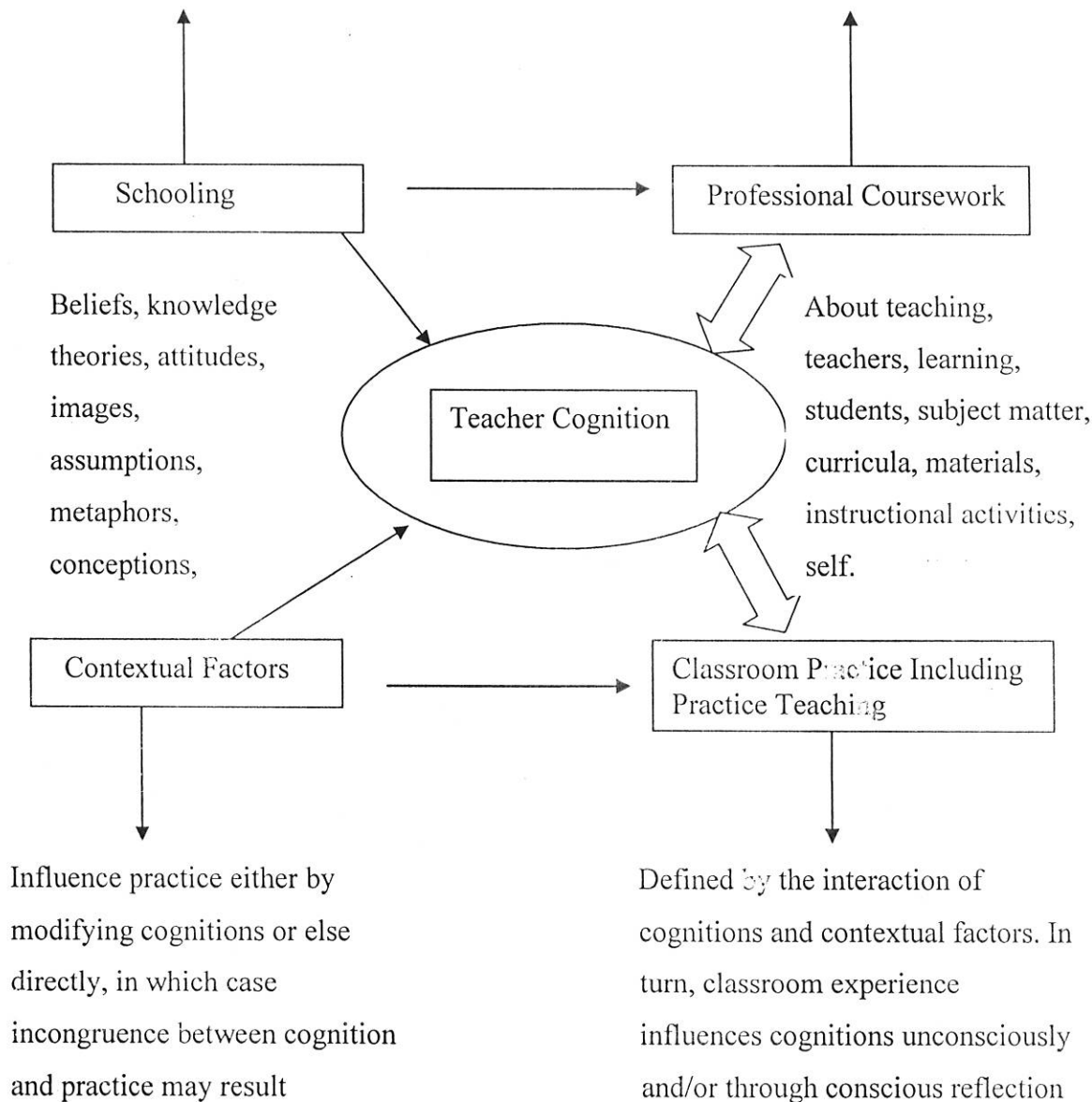
2.3.2.2 The Role of Teachers' Beliefs on the Reading Strategies

The relationship between teachers' beliefs and their classroom practice is that teachers' actions can cause students to learn. Teachers' beliefs are related to students' learning through something that the teacher does in the classroom. According to Borg (1999) which is cited in the work of Nguyen (2009), teachers' decision in teaching and learning is influenced by a set of complex and conflicting cognitions about language, learning in general, L2 learning and students. Borg (1999) provides a graph below which presents the relationship between teachers' beliefs and other issues that are involved in their classroom practices, as it has been cited in Nguyen's (2009:33) research work.

Graph I the Role of teachers beliefs on the Reading Strategies

Extensive experience of classrooms which defines early cognitions and shapes teachers' perceptions of initial training

Many affect existing cognitions although especially when unacknowledged, this may limit its impact



Source: Borg (1999)

The above figure represents a schematic conceptualization of teaching within which teacher cognition plays an essential role. Teacher cognition includes their beliefs, knowledge, theories, attitudes, images and has a close relationship with teacher cognition, teacher learning (both

schooling and professional education), and classroom practice. It also shows that teacher cognition and practice are mutual informing with contextual factors playing an important role in determining the extent to which teachers are able to implement instruction congruent with their cognition of the reading strategies.

2.3.3 Factors That Shape Teachers' Beliefs and Influence Their Underlying Classroom Practices

Borg (2005), as it has been cited by Kajinga (2006), argues:

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. (Kajinga 2006:15)

Teachers' influence emanating from formal training is viewed as problematic as it is thought to have very little effect on the development of teachers' belief systems. Torres (2005), within Kajinga's (2006) research work, on his part, contends:

What teachers believe and how they behave in the classroom are shaped by their personal experiences, their instruction, and formal knowledge. Consequently, the relevance of beliefs in teaching is that they inform what and how teachers teach, an influence that often derives from their experience as students as well as from their formal training. (Kajinga 2006:15)

In addition, it should also be noted that a finding which has been conducted by Nguyen (2009:42-43) which lists down factors that affect teachers not to apply the reading strategies in their classroom practices are important to be examined. The researcher therefore wants to check whether or not these factors are manifested on Ethiopian EFL teachers' classroom practices. These factors seem to make teachers' beliefs more complex and could create problems for both to teachers and students.

- A. **The Teaching Context:** consists of the amount of time, the physical condition of the reading class, the levels of students, etc. In 42 minutes, teachers tried to help students understand the reading texts and do all designed tasks; and they found it difficult to practice all necessary strategies to students. As a result, teachers just focused on getting students to do the reading activities. Sometimes, teachers hesitated to apply new method of teaching reading. Moreover, mixed ability classes caused teachers' difficulties. Teachers had to teach students of different abilities who wanted to learn different things at different speeds and in different ways so teachers could not satisfy all of them.
- B. **Teachers' Professional Experience:** The older teachers do not allow their students use the reading strategies. The reasons for this could be that the younger teachers were trained in reading strategies while older teachers did not know about these. Or in some cases, they could know about these strategies but they minded to teach in their classrooms.
- C. **Students' Low Level of Motivation:** Some students were lowly motivated so that teachers do not want to apply reading strategies.
- D. **Materials and Curriculum:** The materials do not provide appropriate reading strategies to apply for specific activities. This makes it even more difficult for potential strategic teachers to incorporate the strategies into their classrooms practices.

These were the different reasons explained by Nguyen (2009) which accounted for the teachers' beliefs about the reading strategies and their classroom practices.

2.4 How is This Research Different from Others?

A researcher, first of all, should search for a problem that would be easy to deliver the possible solutions or recommendations through gathering the necessary data. The researcher, in this study, has looked over English language teaching problems, and has got students in the high schools and preparatory levels are weak on the reading skills. Why this problem happens, the researcher came up with the idea that in order to teach reading and in order to make students proficient enough on this skill, reading strategies have been playing their paramount roles.

In implementing the strategies while teaching reading in the classroom, there should be commitment from language teachers and students as well. Yet, before teachers practice the reading strategies in the actual classroom's teaching reading process, they would have the basic belief about these strategies. Teachers have to have some level of beliefs not only on the reading strategies but also on other areas of language teaching. It seems that there might be no sufficient studies concerning teachers' beliefs and their classroom practices about the reading strategies.

Hence, the researcher, in this research, would like to search for teachers' beliefs about the reading strategies and to observe how they are reflecting these beliefs in the classroom. In addition, the researcher feels to open the road to be conducted other researches on this title in the future. In other words, this topic needs further investigation in all levels of education, even in the colleges and universities. Besides, as a preliminary investigation, the researcher has chosen the preparatory level teachers and students because these level students are getting ready to join colleges and universities so that the finding will give an insight on how they use the reading strategies.

Finally, the researcher is inclined to point out that there are several findings that have been conducted in different foreign countries on this topic of investigation. They came up with their own results but the results that this study found are different in both the setting of the study and the method of data collection.

CHAPTER THREE

Research Design and Methodology

3.1 Research Design

The purpose of this research was to investigate teachers' beliefs about the reading strategies and their congruence with their classroom practices. According to Natasha (2005), much of the research work on beliefs is based on self-reports from teachers. In order to check these beliefs in which whether or not they are reflected in the classroom's practices, the researcher has used classroom observation. For this research to achieve the already proposed objectives and to make it valid and reliable, a descriptive type of survey research method was used, because survey of a descriptive study is very suitable to find facts under investigation with adequate interpretation (Krishnaswami and Ranganatham 2007). Krishnaswami states that the major purpose of descriptive survey research method is to describe the states of affairs as they exist. In this research therefore the researcher has searched for teachers' beliefs about the reading strategies through a five point Likert scale type of questionnaire and has described whether these beliefs of the strategies were reflected or not as they exist in the classroom's practices. In addition, it is also believed that a descriptive survey research type employs both a quantitative and qualitative data analysis techniques though some scholars argued that it is best conducted qualitatively. However, the researcher thought it is important and fruitful when this study's findings are expressed both qualitatively and quantitatively.

3.2 Samples and Sampling Techniques

The target populations of the study were all English teachers of two government preparatory schools of Amharan West Gojjam Zone. These schools are called Shikudad Senior Secondary and Preparatory, and Damot Preparatory Schools, in which the former is found in the town of Bure, and the later in Finoteselam. These two schools were randomly selected.

As Singh (2007) asserts, a descriptive type of research requires greater number of participants and it is enough if 10-20% sample is used. In West Gojjam Zone, there are twelve Woreda and city administrations in which each town has one preparatory school. From these twelve

preparatory schools, the researcher has selected two schools (15%) randomly. The two schools which have been used as subject areas of the study have a total of fifteen (15) teachers. The one, which is called Shikudad Senior Secondary and Preparatory School, has seven (7): three (3) male and four (4) female teachers. Whereas, the second, Damot preparatory school has the rest eight (8) teachers: seven (7) males and one (1) female. The researcher has chosen all of the fifteen teachers by a sampling technique called comprehensive sampling. This type of sampling, according to Singh (2007), is used when the researcher needs to include all of the sample populations or he/she is expected to include all of the populations from the total samples. In this research case therefore because the researcher has once selected 15% of the samples from the overall twelve schools, it is expected to use all of the teachers who are teaching English for grades eleven and twelve in the schools.

The researcher has selected the preparatory level in order to investigate teachers' beliefs about the reading strategies and in order to see the extent to which those beliefs are consistent with their classroom practices because this level students are expected to join colleges and universities so that they are going to read a lot for their academic achievement. In this regard, the findings of this study contribute a lot to them.

Table 1 Demographic Information of the Samples

Category	Level	#	%
Gender	<i>Male</i>	10	66.7
	<i>Female</i>	5	33.3
	Total	15	100.0
Age	<i>24-28</i>	6	40
	<i>29-33</i>	8	53.3
	<i>34-38</i>	1	6.7
	<i>40 and above</i>	-	-
	Total	15	100.0
Years of Teaching	<i>1-5 years</i>	7	46.7
	<i>5-10 years</i>	7	46.7
	<i>10-15 years</i>	-	-
	<i>15-20 years</i>	-	-
	<i>20-25 years</i>	1	6.7
	<i>25 and above</i>	-	-
	Total	15	100.0
Qualification	<i>Diploma</i>	-	-
	<i>BA/Bed</i>	15	100
	<i>MA/Med</i>	-	-
	<i>Any Other</i>	-	-
	Total	15	100.0
Specialty	<i>ELT</i>	14	93.3
	<i>TEFL</i>	-	-
	<i>Linguistics</i>	-	-
	<i>Literature</i>	-	-
	<i>Any Other</i> (Psychology)	1	6.7
	Total	15	100.0

3.3 Data Gathering Instruments

As it is cited in the work of Speer (2005), data on the beliefs and teaching practices typically come from two sources: teacher self-reports (through questionnaire) and observations (Calderhead 1996; and Thomson 1992). Therefore, this research used three data collecting methods. These were:

1. questionnaire,
2. observation, and
3. interview

3.3.1 Questionnaire

As it has been cited by McNamara (1997), Patton (1990) stated that there is no all encompassing rule for when to use a questionnaire but the choice will be made based on a variety of factors including the type of information to be gathered and the available resources. This study was conducted in order to search for teachers' beliefs about the reading strategies and to see how far these beliefs are reflected in the actual classroom teaching and learning process of reading. A questionnaire survey which has two parts: part 'A' the background information of the participants (as it has already been presented in table 1), and part 'B' items that are designed in a five point Likert scale and answered by the respondents (see Appendix A) was prepared by the researcher. The second part of the questionnaire has a total of twenty-five (25) items in which they are directly taken from the Oxford's (1990) classification of language learning strategies. As she has divided them into cognitive, metacognitive, social, and affective reading strategies, the researcher has prepared all these types of the strategies in an item form and made them to be answered by the respondents. Because the items were designed in a Likert scale (strongly disagree, disagree, undecided, agree, and strongly agree), the questionnaire was highly important in order to investigate teachers' beliefs in particular. Before the questionnaire was administered, some classroom observations were conducted in order to check how teachers are implementing the reading strategies while they are teaching reading. After that the researcher has distributed the questionnaire to each of the teachers and has got them back after three days of answering the questions. The next procedure of collecting the data was actual classroom observation of each teacher's classroom practices.

3.3.2 Observation

Collecting data through classroom observation can help researchers to study closely a phenomenon with the presence of contextual variables (Seliger and Shohamy 1989, as cited in the work of Lin 2010). But before observing actually how teachers are practicing the reading strategies, the researcher has observed some classes ahead of administering and distributing the questionnaire. This was done in order to cross check whether or not teachers are implementing the same teaching and learning process of reading before and after they are asked to answer the questionnaire items. However, after all teachers got answered the questionnaire, the researcher used classroom observation in order to see whether teachers are implementing or not practicing

what they have believed or not believed about a single strategy from the questionnaire. Because the study was designed to investigate teachers' beliefs about the reading strategies and to check whether or not these beliefs are reflected in the classroom's teaching and learning process of reading, the twenty-five items of the questionnaire survey that have been used in order to find out teachers' beliefs have also been used as checklists so as to observe teachers' classroom practices of teaching reading (see Appendix B).

3.3.3 Interview

As it has been cited by Al-Siyabi and Region (2009), Blaxter, Hughes and Tight (1996) stated that semi-structured interviews offer the researcher the flexibility to ask follow up questions which encourage respondents to clarify points they have made. Therefore, this research has used semi-structured interview questions in order to associate data that have been collected through questionnaire and classroom observation. These interview questions have been conducted together with the interviewees after the researcher has finished collecting data by the above two mentioned data gathering instruments. In this session, the researcher asked questions in which what teachers believed on the reading strategies and what they practiced in the classroom's teaching of reading was conflicting. The researcher has also talked about other issues related to the reading strategies together with the respondents. So, in the face-to-face semi-structured interviews with five (5, (33%)) respondents, the researcher has utilized open-ended questions in order to avoid 'Yes' or 'No' type of answers as they would not yield much information in connection with the subject at hand. Finally, results of the interview record have been transcribed by the researcher and then analyzed in words (see Appendices C and D).

3.4 Piloting

A pilot test of a questionnaire with two respondents has taken place before collecting the actual data. The purpose of this test was to find out which areas from the overall items of the questionnaire need attention for correction. Before the data were collected through the different data gathering instruments, the researcher has chosen two volunteer respondents who could have time to fill out the pilot questionnaire. Having answered the questionnaire within three days, the piloted respondents' responses were analyzed using a quantitative data analysis approach. After the data were interpreted and analyzed, the pilot test enabled the researcher to which type of data

he intended to get from each participant, to learn how to analyze the data and to give an insight into the whole research.

3.5 Procedures of Data Collection

Primarily, the researcher has got consent from the schools' administration and from all participants in order to enter the schools' compound and have the right to collect data from them and their classroom practices. Then, it was the first step to observe teachers' classroom practices of the reading lessons with pieces of checklists of observation before distributing the questionnaire. After this, the researcher has done piloting of the already administered questionnaire by distributing it to two volunteer teachers and then analyzed the results. Having finished this step, by correcting items that need some sort of summary after analyzing the piloted questionnaire, the researcher immediately went to giving the questionnaire to all of the participants and has collected the answers from them. Next, by analyzing the already observed and collected data, the researcher again observed classroom practices of teaching reading with the same checklists of the former observation and then organized the results. Finally, the researcher has prepared some semi-structured open ended questioning interview sessions so as to find out some points about reading and the reading strategies, and asked teachers to explain factors that can facilitate or impede the teaching and learning process of reading by using the strategies.

3.6 Methods of Data Analysis

The collected data through the different tools were analyzed and interpreted both quantitatively and qualitatively. As stated by Saratakos (1998) it is becoming increasingly popular for combination of data analysis methods to employ, to investigate and/or to analyze different aspects of the same phenomena. Thus, those data that have been gathered by the Likert scale type of the questionnaire and classroom observation were organized in the form of tables and quantities, and they are analyzed quantitatively by calculating each one's frequencies. On the other hand, the data that were collected using semi-structured interviews were analyzed qualitatively with words.

3.7 Ethical Considerations

The researcher observed ethical issues because it is realized that much of the researches entail gaining access to teachers' (participants') privacy and privileged information. The researcher explained the purpose of conducting this research to the sample teachers. There is an attached letter together with the questionnaire to be distributed for the research respondents (see Appendix A) so that the researcher has got consent from them to respond answers to the questions in it. In this sheet, it was also told to teachers that their personal information and what they will give to the questionnaire and the interviews were going to be held confidentially.

CHAPTER FOUR

Presentation, Analysis and Interpretation of Data

4.1 Teachers' Beliefs and Their Observed Practices about the Reading Strategies

The data obtained from the survey questionnaire, classroom observation and semi-structured interview have been divided into three sub-themes of the reading strategies. These are called cognitive reading strategies, metacognitive reading strategies, and social/affective reading strategies. In order not to confuse the respondents while they are trying to answer to the items, the researcher purposefully did not classify the items in the above form in the questionnaire survey. Instead, dividing the strategies into themes and sub-themes in presenting, analyzing, and discussing the results of the study has been done in order to make clear for which of the categories of the reading strategies do teachers believe and reflect their beliefs in the actual classroom practices. The researcher has tried to score these data by calculating the frequency values of the total twenty-five items of the questionnaire that were scaled by fifteen (15) respondents. It was also tried to observe whether or not these beliefs have been reflected in the actual classrooms practices. Results of the interview guides have also been complemented so as to associate data that were analyzed and discussed through the first two data collecting methods.

4.1.1 Cognitive Reading Strategies

As it has been stated by Girma (1994:18), Oxford (1990) describes "cognitive reading strategies require mental processing of the language". Such strategies are essential in learning a new language in that they help the learner to manipulate or transform the target language. Oxford also asserts that these kinds of the reading strategies enable learners to understand and produce the new language in many ways. Items 1-15 in the questionnaire survey were devised in order to investigate the respondents' beliefs about the cognitive reading strategies.

Teachers have stated their positive beliefs about all of the 15 types of the cognitive reading strategies except they have not agreed on item number 11 that confirms using students' first language as a basis for understanding the second language. In other words, as it is shown in Table

2, teachers' stated beliefs for the cognitive reading strategies tend to be agreed and strongly agreed except the 11th strategy which controversies teachers into two extremes of scaling. 8 teachers have disagreed to use students' first language as a basis for understanding the second language while the remaining 7 teachers have agreed with this strategy to practice when they are teaching reading skills. Item 4 which talks about relating new information to the previous knowledge in order to make meaningful personal associations with the exiting new one has got the highest mean proportion of 4.6 (see graph II) corresponding to other strategies. 6 teachers have agreed and 9 teachers have strongly agreed on this reading strategy. Whereas, item 11 which has been designed to ask teachers to show their scale of agreement and disagreement in using students' first language as a basis for understanding and/or producing the second or foreign language has been scaled on the contrary. It has got the very lowest mean value of 2.9 (see graph II) contrasted to the rest of the cognitive reading strategies. This happened because more than half of the total sample teachers (eight) have been disagreeing and strongly disagreeing to this item. Table 2 below presents the results of teachers' beliefs for the cognitive reading strategies.

Ref. **SD** refers to Strongly Disagree
UD refers to Undecided
SA refers to strongly Agree

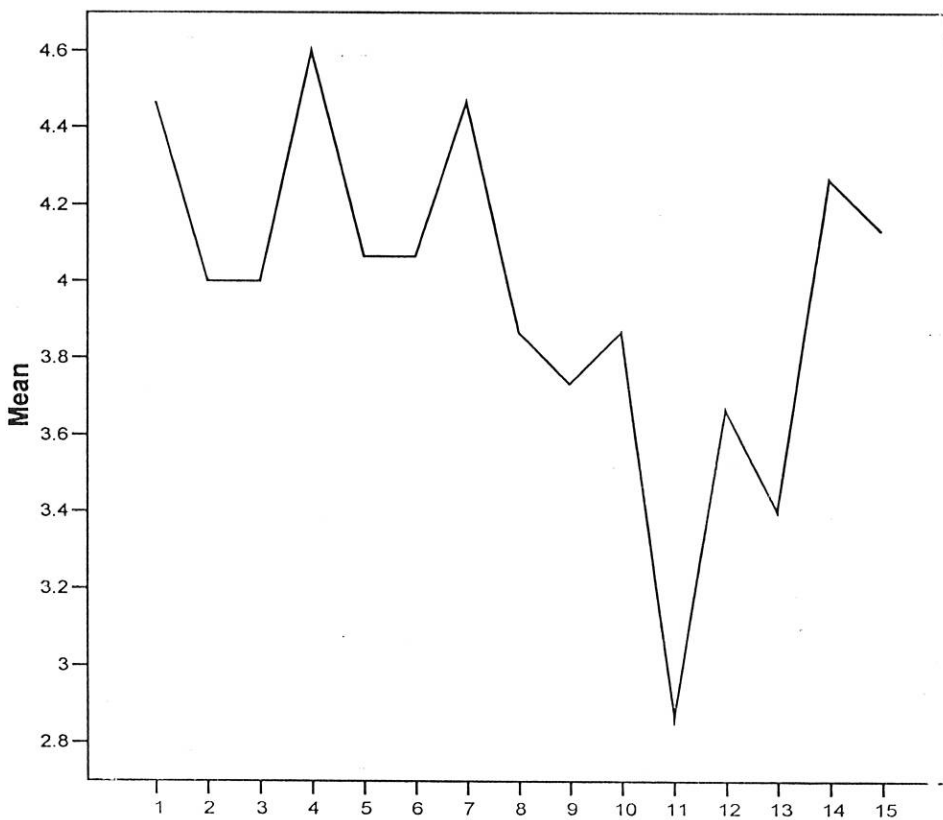
D refers to Disagree
A refers to Agree
T refers to Total

Table 2 Results of Teachers' Beliefs for the Cognitive Reading Strategies

No	Cognitive Reading Strategies	Rating Scales					T
		SD #	D #	UD #	A #	SA #	
1	Reading the passage more than once to understand it more completely each time for different purposes	-	1	-	5	9	15
2	Referring to additional resources such as dictionaries, encyclopedias, or other texts to find out the meaning clear	1	2	-	5	7	15
3	Making guesses about what will come next by looking at the title	-	1	-	12	2	15
4	Relating new information to the previous knowledge to make meaningful personal associations with the exiting new one	-	-	-	6	9	15
5	Making a short written summary of the original passage which has been read earlier in the classroom	-	1	3	5	6	15
6	Applying general rules (e.g. word formation rules, or knowledge of sentence patterns-subject +verb+ object) to derive hypotheses about the meaning of what is read	-	-	1	8	5	15
7	Using the available information to guess the meaning of new items or fill in the missing information of the passage	-	-	-	8	7	15
8	Classifying words, terminologies and/or concepts of the reading passage according to the meanings they belong	1	-	2	9	3	15
9	Using images (either mental or actual) in order to understand new information	3	-	2	3	7	15
10	Constructing a meaningful sentence by combining the known elements from the reading passage in a new way	-	1	4	6	4	15
11	Using students' first language as a base for understanding and/or producing the second or foreign language	2	0	-	6	1	15
12	Writing down key words or concepts in an abbreviated verbal form while reading the text	2	2	-	6	5	15
13	Remembering the sound of the word from the reading text to students so that the meaning becomes clear to them	3	-	2	8	2	15
14	Using the target language in an authentic way for reading comprehension by reading newspapers, magazines, etc	-	1	3	2	9	15
15	Using a variety of emphasis techniques (such as underlining, starring or putting colors) to focus on important information	-	1	2	6	6	15

Generally, the results that have been collected concerning teachers' beliefs about the cognitive reading strategies are summarized in the following line graph. This line graphic representation of the cognitive reading strategies (means 2.9 - 4.6) shows that teachers have stated their beliefs through agreeing and strongly agreeing to the 14 cognitive reading strategies except they ignore positively believing on the 11th strategy.

Graph II Summary of the Results of Teachers' Beliefs for the Cognitive Reading Strategies



The above fifteen (15) cognitive reading strategies have been used as observation checklists in order to see whether or not teachers are reflecting their stated beliefs they have given while answering to the questionnaire items. Though generalizations of this descriptive survey study may be problematic and teachers may have wanted to implement the reading strategies in their classroom, their unfamiliarity with the right way to do this may have led them to practice differently. This, for example, has been checked while the sample interviewed teachers were asked to define the reading strategies; almost all of them were confused to answer. For instance,

teacher 1 has answered this question in the following way which is not being considered as the right answer to the question.

Of course, the main reading strategies are three reading strategies that mean the pre- reading, while-reading, and post-reading. Under these, there are plenty of reading strategies, for example, reading the first paragraph to know the general idea of many paragraphs or the passage or reading the first sentence and understand the whole idea of the paragraph. by reading the topic sentence and understand the whole idea of the paragraph and by reading the last or concluding paragraph to know the general points of the passage.

Compared with the metacognitive reading strategies, many of the cognitive reading strategies have not been implemented though teachers have positively believed their importance. Teachers have preferred to reflect only three (items 3, 4 and 7) of their stated beliefs about the cognitive reading strategies in their classroom practices of teaching reading. They were not giving attention in the implementation of the rest 11 (items 1, 2, 5, 6, 8, 9, 10, 12, 13, 14, and 15) cognitive reading strategies except they kept their beliefs given to item 11 in which more than half (8) of the respondents have refused to practice it. What teachers have stated their positive beliefs for the eleven cognitive reading strategies were forgotten to be employed while reading a passage or doing reading comprehension questions. All these results show that there is inconsistency between teachers' stated beliefs for these cognitive reading strategies and their actual classroom practices.

On the other hand, the findings of this research are like the findings Khonamri and Salimi's (2010), and Nguyen's (2009) studies. Khonamri and Salimi (2010) studied 57 (fifty-seven) EFL high school teachers' beliefs about the reading strategies and their classroom practices. They have conducted the research through the teaching reading strategies questionnaire that was devised by Chou (2008) and have analyzed the data by classifying the reading strategies into three sections: teachers' beliefs about the importance of reading strategies in reading comprehension, the necessity of the reading strategies in teaching practices, and the actual employment of the reading strategies in teachers' reading classes. Their study found evidence of incongruence between L2 teachers' stated beliefs and their classroom practices related to form-

focused instruction. In addition, Nguyen (2009) has interviewed 6 (six) high school teachers' beliefs about the reading strategies and has observed their classroom practices. He/she came up with the result that shows that teachers' beliefs did not correspond to their actual classroom practices.

This incongruence between teachers' beliefs and their classroom practices is not unexpected because of several factors that have been listed down in the review literature section 2.3.3 and communicated by the sample interviewed teachers. All of the interviewees, except teacher 4 (see Appendix D), have expressed the following as major factors while teaching reading in the classrooms.

- Shortage of time,
- Lack of students' motivation,
- Students do not come to school without their textbooks,
- No teacher guide book,
- No English lab class, and
- Difficulty of contents

Teachers have explained that factors that are related to the teaching context such as limited amount of time and different ability of the students (which was observed also by the researcher) in the class have been playing their role in not reflecting teachers' stated beliefs about the strategies in the actual classroom instruction. It is only teacher 1 who has been said because the already given forty-two (42) minutes are short to cover the day's lesson, reading cannot properly be taught. He conveyed that *'of course, one problem, as I told it to you, is shortage of time- the main problem that is shortage of time'*. The researcher has also noticed that because teachers have been following stages in teaching reading, they can't manage the tasks that are to be executed in the classroom within this short period of time. Teachers have communicated that they, as much as possible, teach reading by classifying into three stages: pre-reading, while-reading, and post-reading in which they sometimes ignore the first stage because of time constraints. Teacher 5 has elaborated that they divide the teaching of reading with stages of employing tasks within these forty-two (42) minutes.

... The teacher should give the pre-reading questions in order to motivate them, ok. After that, we should give a specific time to read the text... After that, we should ehh- ask them some post-reading exercises like reference questions, like ehh- the main idea of the paragraph or the gist of the paragraph.

Students' low level of motivation to read the passage in particular and to learn reading skills in general is also listed as a factor by all of the interviewed subjects. Because students have lacked the appropriate motivation for reading, teachers have reported that they could not be able to use the strategies in the classroom. For instance, teacher 1 asserted that:

... And of course the students are not motivated to do the activities or to do in every strategy, that means. They want to know or they give emphasis basically for the grammar. If you want to teach reading or if you want to devote many time to reading, students are not motivated, they are not eager, that means this is another problem.

Teacher 2 tried to express that students' lacked motivation in relation with the grade level. She has said repeatedly that:

... The grade level by itself is the factor. The grade level meaning, the students in this grade level are too bored. Meaning since they are grade twelve, they never, ehh- they tried to disturb especially when they are reading the text. Simply, they are too careless.

On the other hand, teacher 3 has understood that students have lacked motivation to the text because there may be misunderstanding in between the students and his explanation during the teaching and learning process.

... I encountered some students in class not voluntarily reading the passage. I don't know the reason, sometimes I feel like this, ok! They may not understand what I said, ok the instruction, have you got me? Or what I told them to do in the class.

Teacher 5 yet relates students' lacked motivation with the previous and current trend of the national examinations. Because these examinations give due emphasis to grammar, according to his explanation, students are not motivated to learn reading regardless of the final exams that they will get from the school.

... Students ehhhh- are not interested on the reading passage. Because when we see the previous examination, not only the previous examination but also the current examination, focuses on the grammar section or the language pattern. Due to this, they hate reading.

All of the reasons that were conveyed by the interviewed teachers can be roots for the lack of students' motivation. What the researcher has observed was that when pupils were ordered to read a passage, they were doing their own businesses rather than performing what their teacher has said to them. Therefore, all the above suggested points by the interviewed teachers can be causes for the problem of students' lacked motivation.

The third factor has been expressed in relation with material. The researcher, during observing the classroom practices, has noticed that the textbook does not provide the necessary reading strategies to apply for specific activities except skimming and scanning strategies that were most executed during the while-reading and guessing the meanings of words (vocabulary) and referncing in the post-reading stages. On the other hand, all except teacher 3 explained that students do not come to class with their textbook and the consequence that this has on the teaching and learning process. This factor was also observed by the researcher in which it is a very complicated problem which helps teachers to ignore using most of the reading strategies and to go on the way it matches with the situation. For example, teacher 2 expressed this factor in the way that:

Material, of course material that is one to one but when the students come to class, eh- they came without any material. Yes! It is also a problem. And eh- they corrupt as I said earlier, eh- the reading text is tried to cover by one guy in a group. But the main purpose of reading is to read individually and understand the main idea of the passage. But they covered it like a group discussion. The reason why I asked them is that they have no text, then that is the factor.

However, teacher 5 related this problem with the size of the textbook. Because textbooks are too heavy, students are forced to come to school with only one textbook and some exercise books.

Yeah, but they came up without their textbooks. I faced with such a factor in the class. Why because they have ehhh- huge or bulky textbooks. One student carries only one textbook and six exercise books. Beyond that it is difficult for a student to come to school with all of her/his textbooks. And they share one textbook on a desk for three or four students during reading passages.... Sometimes they read loudly because they have one textbook on their seating.

This is why two among the total five interviewed teachers said to the researcher that they sometimes use the reading strategies while they were asked a question 'do you use reading strategies in your daily reading classes?' Teachers 1 and 2 have replied to the question in the following way respectively.

Ehhh- as much as possible, I tried to use but there are different obstacles when we tried to practice.

Yeah, most of the time, I use the reading strategies. But sometimes I do not use because to save time

All teachers have vitally conversed that because there is no teachers' guide book; they are faced with a problem not only to reflect the reading strategies but also to teach reading. Three of the interviewed teachers, except teacher 3, have expressed that this is a long time problem. On the other hand, teacher 3 has extremely emphasized the severe problem while he is teaching reading and other skills of English.

Oh, Yes! There is a big issue you know! We haven't what a teacher guide book, which is a big problem. "Oh, Jesus"!!! It is what a big issue, ok! There is no teacher guide so it is a big problem and it is what, it makes us "Crazy"!

Even this teacher's emotion was over controlled during the interview session and he was asking a question to the interviewer, *'really without teachers' guide book, how we enter in the class? Oh, it is amazing, you know? So it is difficult for us!*

What the researcher has observed from these problems is that, more than answering the reading tasks together with their students, teachers do have the chance to refer teachers' guides so as to be sure whether or not the answers are correct. In relation to this point, the researcher has heard nearly similar answers while teachers are asked to tell to the researcher 'what do you do in order to ensure whether students understand the reading passage or not?'. Their answers are discussed here in such away that they simply use questions that are derived from the reading passage and let their students to carry out these tasks together with their peers. For example, teacher 1 has stated his answer for this question in the following way.

Ok, most of the time I use post-reading questions (comprehension questions). At that time, I asked the students to explain about the text or to find out the general idea that means orally by their own words. At this time, I understand whether the students understand the reading text or not.

With regard to school related problem, the two sample schools did not arrange any English lab classes so that students cannot get the chance to practice reading and other skills with the support of materials. Besides this, teacher 1 pointed out that because there is no English lab class in the school, students cannot be able to speak English especially on the English days of the schools. He has explained in such a way that:

Of course, there is no English lab class. This is one school related problem. And plus to that, this is the background and especially for an English day, the students cannot be eager to speak in English and they do not ask also in English. They use their mother tongue, instead.

Teacher 3 among the five interviewed samples has said that some of the reading passages and exercises are difficult for the students' grade level. He was said that: *'Students' text book, ok sometimes it is like when you see ehh- a degree, it is difficult for them'*.

Table 3 below presents the results of teachers' practices for the cognitive reading strategies that have been observed by the researcher in the classroom teaching and learning process of reading.

Table 3 Results of Teachers' Practices for the Cognitive reading strategies

No	Cognitive Reading Strategies	Yes	No
		#	#
1	Does a teacher allow students to read the passage more than once to understand it more completely each time for different purposes?	-	15
2	Does a teacher set aside students to refer to additional resources such as dictionaries, encyclopedias, or other texts in order to find out the meaning clear?	-	15
3	Does a teacher give permission students to make guesses about what will come next by looking at the title and correct any misinterpretation as they move reading a head?	15	-
4	Does a teacher let students to relate new information to previous knowledge, different parts of new information to each other, or make meaningful personal associations with the existing new information?	15	-
5	Does a teacher permit students to make a short mental, oral or written summary of the original passage that has been read earlier?	-	15
6	Does a teacher tell students to apply general rules (e.g. word formation rules, or knowledge of sentence patterns- subject + verb + object) to derive hypotheses about the meaning of what is read?	-	15
7	Does a teacher insist students to use the available information in order to guess the meaning of new items predict outcomes or fill in the missing information of the passage?	15	-
8	Does a teacher order her/his students to classify words or concepts of the reading passage according to the meanings they belong?	-	15
9	Does a teacher use visual images (either mental or actual) to understand or remember new information?	-	15
10	Does a teacher consent to students to construct a meaningful sentence or paragraph by combining the known elements from the reading passage in a new way?	-	15
11	Does a teacher allow students to use their first language as a base for understanding and/or producing the second or foreign language?	-	15
12	Does a teacher permit students to write down key words or concepts in an abbreviated verbal form while reading the text?	-	15
13	Does a teacher try to remember the sound of the word from the reading text to the students so that the meaning becomes clear to them?	-	15
14	Does a teacher use the target language in an authentic way for reading comprehension by reading newspapers, magazines, etc?	-	15
15	Does a teacher allow students to use a variety of emphasis techniques (like underlining or color coding) to focus on important information?	-	15

4.1.2 Metacognitive Reading Strategies

According to Oxford and others, metacognitive reading strategies are described as actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning processes. Items 16-22 in the questionnaire survey were designed to collect teachers' beliefs about the metacognitive reading strategies.

As it is presented in table 4, teachers have agreed and strongly agreed to all of the metacognitive reading strategies. Especially, the metacognitive reading strategies that have been listed under items 17, 18, and 21 have been accepted by all of the sample teachers while two teachers each have refused to believe on items 16 and 17 respectively. Item 22 which is talking about setting a reading purpose in the light of the situation and the type of the material to be read has got the highest mean proportion of 7.0 (see graph III) in which equal number of the respondents (7 teachers have agreed and 7 of them strongly agreed) have scaled it. Whereas, item 19 which has been devised to ask teachers to show their level of agreement and disagreement on directing students' attention whether or not a reading task requires the reader to recognize and understand a variety of words has been rated quite the opposite. It has got the lowest mean value of 3.55 (see graph III) distinguished from other metacognitive reading strategies. For this item, 5 respondent teachers have both disagreed and strongly disagreed while 10 of the samples have agreed and strongly agreed. Table 4 summarizes the results of teachers' beliefs given to these strategies.

Table 4 Results of Teachers' Beliefs for the Metacognitive Reading Strategies

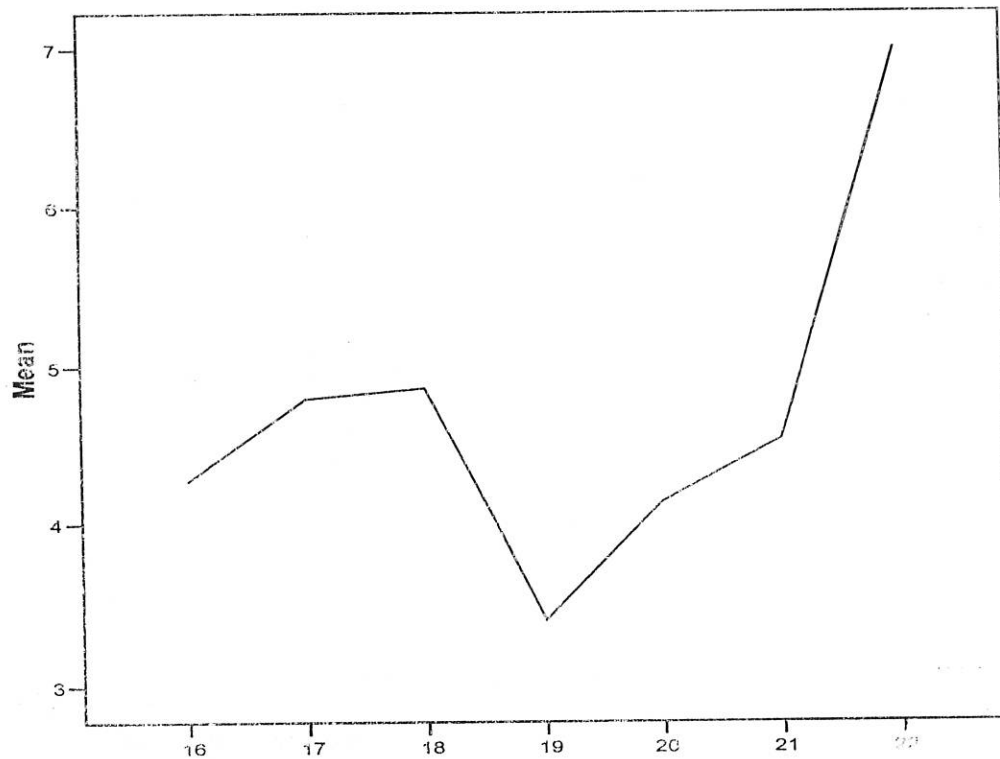
No	Metacognitive Reading Strategies	Rating Scales					T
		SD	D	UD	A	SA	
16	Reading the introductory and concluding paragraphs very carefully to understand the passage clearly	1	-	-	7	7	15
17	Going through the reading passage through skimming to get the gist (general idea of the overall passage)	-	-	-	3	12	15
18	Going through the reading text quickly through scanning to locate specific information	-	-	-	2	13	15
19	Directing students' attention whether or not a reading task requires the reader to understand a variety of words	3	2	-	6	4	15
20	Having a set of goals to become proficient enough to read academic texts and reach a superior proficiency level	1	1	1	4	8	15
21	Allowing students to assess their reading proficiency by themselves in a variety of ways	-	-	-	7	8	15
22	Setting a reading purpose in the light of the situation and the type of the material to be read	-	1	-	7	7	15

Ref. **SD** refers to Strongly Disagree
UD refers to Undecided
SA refers to Strongly Agree

D refers to Disagree
A refers to Agree
T refers to Total

In general, the results that have been gathered to search for teachers' beliefs for the metacognitive reading strategies are graphically summed up below. In this line graph, it is clear to generalize that metacognitive reading strategies are highly believed by the respondent teachers. The lowest mean value of these kinds of the strategies, for instance, is 3.55; that is nearly equal to the highest mean value of the cognitive reading strategies.

Graph III Summary of the Results of Teachers' Beliefs for the Metacognitive Reading Strategies



Teachers tend to believe that metacognitive reading strategies (example skimming, scanning, etc) are very important in reading comprehension. This is discussed because while the researcher asked teachers to explain some examples of the reading strategies they use in their classroom, most of them implied that these strategies are frequently used in their classroom teaching and learning process of reading. Teacher 5 has communicated to this in such away that:

By the way, most of the time we use skimming and scanning. Ehh- beyond these reading strategies, sometimes we use reference, vocabulary- deducing the synonyms of words.

This is why teachers relied on the strategies suggested only by the course book such as skimming, scanning, guessing the meanings of words, referncing, etc, as it was regularly seen from their classroom implementation. Although the sample teachers have practiced the teaching of reading by using five (5) of the metacognitive reading strategies, they were unable to let their students to read the first and last paragraphs of the passage to get the main idea easily (item 16)

and to allow them to assess their reading proficiency (item 21) while 14 and 15 teachers have agreed and strongly agreed respectively to these strategies. This indirectly shows that there was also inconsistency between what teachers have believed and what they have practiced in the classroom for these two (items 16 and 21) metacognitive reading strategies. Table 5 below depicts the results that have been congregated through classroom observation.

Table 5 Results of Teachers' Practices for the Metacognitive Reading Strategies

No	Metacognitive Reading Strategies	Yes	No
		#	#
16	Does a teacher let students to read the introductory and concluding paragraphs so that understanding of the passage becomes clearer?	-	15
17	Does a teacher adjust students to go through the reading passage in order to get the gist (general idea of the overall passage)?	15	-
18	Does a teacher order students to go through the reading text quickly in order to locate specific information?	15	-
19	Does a teacher inform students to direct their attention whether or not a reading task requires the reader to understand a variety of words?	15	-
20	Does a teacher try students to have a set of goals to become proficient enough in order to read academic texts in order to reach a superior reading proficiency level?	15	-
21	Does a teacher allow students to assess their reading proficiency by themselves in a variety of ways such as considering whether or not their comprehension is acceptable at a given point?	-	15
22	Does a teacher set a purpose for reading any text in the light of the situation and the type of the material to be read?	15	-

4.1.3 Social/Affective Reading Strategies

As it is stated by Girma (1994:22), "several research findings have pointed out that learning a language involves other people and that appropriate social strategies are very important in the process". This is to mean that students can achieve the goal of learning language when they exercise tasks cooperatively rather than individually. Besides Stern (1983); cited by Girma (1994:22), explains that "affective strategies are strategies which help learners cope effectively with the emotional and motivational problems of language learning". As Oxford (1989) argues, good language learners are often those who know how to control their emotions and attitudes about learning. Either in the Oxford's classifications of language learning strategies or in any

other related research works, these two types of the reading strategies were discussed differently or researchers have given a topic of investigation for each. For this study, the researcher would like to select those reading strategies under these classifications that can be employed in the classroom without any social, economical, or other problems. For example, an affective reading strategy 'listening to music' would not be practiced while teaching reading in Ethiopian classrooms' contexts. Therefore, it has been chosen that to take these two reading strategies in one sub-theme together and to investigate teachers' beliefs by selecting strategies that seemed to be implemented by EFL teachers of our country. Items 23-25 in the questionnaire survey were meant to draw teachers' beliefs on these reading strategies. From these three items, the first two have been taken from the social reading strategies, and the last one represents the affective reading strategy.

Like the cognitive and metacognitive reading strategies, the results of teachers' beliefs for the social/affective reading strategies show that the sample teachers have stated their strong beliefs through strongly agreeing to the three items. Though teachers have failed implementing the affective reading strategy (item 25), they rather kept their beliefs for the social reading strategies (items 23 and 24) in which they have reflected them in the actual classroom teaching and learning process of reading. Item 23 which talks about working together with peers in order to collect information and in order to solve a task has got the highest mean proportion of 4.58 (see graph IV). 5 respondent teachers and 9 of them have agreed and strongly agreed with this strategy respectively. But, item 25 which has been formulated to ask teachers to show their scale of agreement and disagreement on allowing students to take responsibility for their learning regardless of both the possibility of making mistakes and fear of failure has been rated quite the reverse. It has got the lowest mean value of 3.6 (see graph IV), when it is compared with other social/affective reading strategies. 11 teachers have shown their positive beliefs for this item in which 5 of the respondents and 6 of them have agreed and strongly agreed respectively. The answers made by the respondent teachers to state their beliefs for the social/affective reading strategies are presented in Table 6 below.

Table 6 Results of Teachers' Beliefs for the Social/Affective Reading Strategies

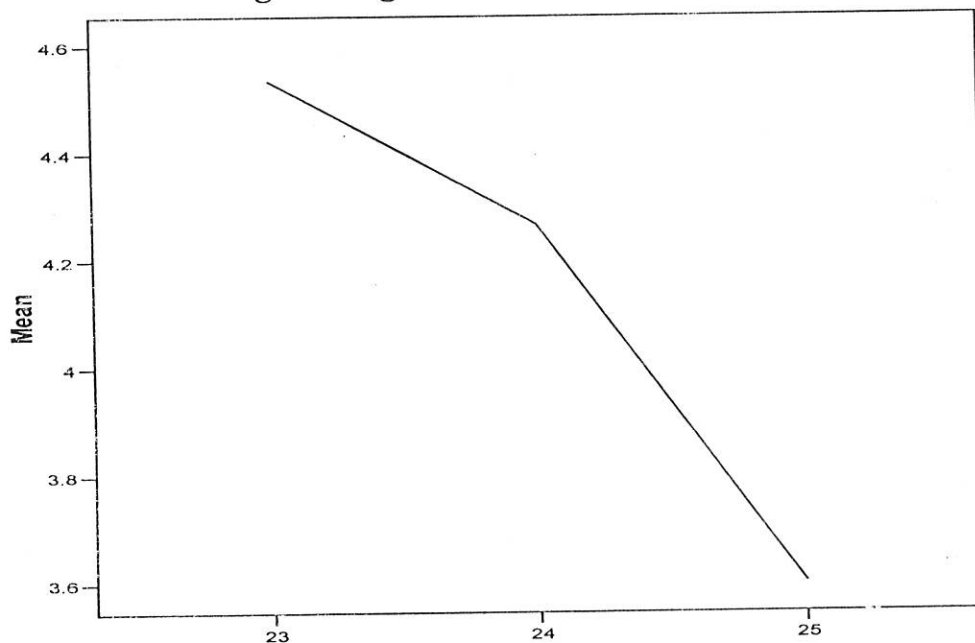
No	Social/Affective Reading Strategies	Rating Scales					T
		SD	D	UD	A	SA	
23	Working together with peers in order to collect information and in order to solve a task	-	-	1	5	9	15
24	Eliciting questions in order to put additional expressions or examples to students	-	-	2	6	7	15
25	Allowing students to take responsibility regardless of both the possibility of making mistakes and fear of failure	3	1	-	6	5	15

Ref. **SD** refers to Strongly Disagree
UD refers to Undecided
SA refers to Strongly Agree

D refers to Disagree
A refers to Agree
T refers to Total

All in all, the results that have been collected to evaluate teachers' beliefs on the social/affective reading strategies are graphically reviewed as follows. In this line graphic determination of the outcomes, it can be seen that the lowest mean value of the strategies is 3.6 while its highest value reaches up to 4.6. These values show that teachers have given their strong beliefs for the strategies so as to put them into practice in the class's teaching and learning process of reading.

Graph IV Summary of the Results of Teachers' Beliefs for the Social/Affective Reading Strategies



The researcher did not see while all of the sample teachers telling their students to take responsibility for their learning of reading regardless of both the possibility of making mistakes and fear of failure. They have not been reflecting their beliefs given to an affective reading strategy (item 25) while their stated belief for it was positive in which 11 teachers have agreed and strongly agreed on it. Although this result shows that there was inconsistency between teachers' beliefs and their classroom practices on the only affective reading strategy probably because of the above conversed factors, they were rather effective in reflecting their stated beliefs for the two social reading strategies (items 23 and 24) in the classroom practice of teaching reading.

As the results of teachers' observed practices depict, teachers have given due emphasis to help students learn each other in the class's teaching and learning process of reading through using these social reading strategies which develop the habit of cooperative learning. That is why while the researcher was asking a question to the sample interviewed teachers 'why are they using the reading strategies in their daily reading classes'; most of them answered it by saying so as to develop students' skills of reading and to facilitate the teaching and learning process of reading. For example, teacher 3 strongly explained his answer to this question in such a way that:

There is one basic reason ehhh- for example, you know in order to what ehh- improve students' skill, it is them- the reading strategies or techniques, have you got me? And these techniques what allowed to save the time and as I told you before, they enable a student to improve his/her reading skills.

Table 7 below shows the results of teachers' observed practices of the social/affective reading strategies.

Table 7 Results of Teachers' Practices for the Social/Affective Reading Strategies

No	Social/Affective Reading Strategies	Yes	No
		#	#
23	Does a teacher tolerate students to work together with peers to solve a problem, collect information, and model a language activity or get feedback on oral or written performance?	15	-
24	Does a teacher elicit questions and allow peers to put additional expressions or examples to the questions?	15	-
25	Does a teacher tell his/her students to take responsibility regardless of both the possibility of making mistakes and fear of failure?	-	15

CHAPTER FIVE

Conclusions and Recommendations

5.1 Conclusions

This descriptive survey study has attempted to investigate teachers' beliefs about the reading strategies and to check whether their stated beliefs are reflected in the actual classroom practices or not. Under this main objective of the thesis, it was aimed at:

- Finding out teachers' beliefs about the reading strategies
- Examining the extent to which teachers are reflecting their beliefs in their reading classroom practices
- Finding out factors that can impede or promote teachers whether not to reflect or to reflect their beliefs about the strategies in the class's reading instruction

According to the findings of the study, teachers have the following beliefs about the cognitive, metacognitive, and social/affective reading strategies.

- ❖ Teachers believed that cognitive reading strategies are as useful to be practiced in the classroom while students are reading a passage and answering to the exercises as possible (see Table 2)
- ❖ Teachers highly believed in relating new information to the previous knowledge to make meaningful associations with the existing new one (see item 4; table 2 or graph II)
- ❖ The sample teachers have disagreed on a cognitive reading strategy that asks teachers whether to use students' first language as a base for understanding the second language or not (see item 11; Table 2 or graph II)
- ❖ All of the subjects believed on the metacognitive reading strategies that are designed by Oxford (1990) (see Table 4)
- ❖ Among the metacognitive reading strategies, teachers highly believed in setting a reading purpose in the light of the situation and the type of the material to be read (see item 22; Table 4 or graph III)

- ❖ Five teachers have not believed in directing students' attention whether or not a reading task requires the reader to recognize and understand a variety of words (see item 19; Table 4 or graph III)
- ❖ Teachers have believed in the two social reading strategies which allow students to work cooperatively with their peers and/or group members and motivate them to ask any question that was not clear from the lesson to their teacher (see items 23 and 24; Table 6)
- ❖ The subjects have also believed with regard to allowing students to take the learning responsibility regardless of both the possibility of making mistakes and fear of failure (see item 25; Table 6)

In addition, teachers have reflected some (11 from out of the 25 items) of their stated beliefs about the cognitive, metacognitive, and social/affective reading strategies. But they did not practice more than half (14 out of the 25 items) of the reading strategies that have been designed in the questionnaire survey.

- Teachers have not reflected their beliefs given to eleven (11) cognitive reading strategies (see items 1, 2, 5, 6, 8, 9, 10, 12, 13, 14, and 15; Table 3)
- The samples have implemented their beliefs they have given for the three (3) cognitive reading strategies (see items 3, 4, and 5; Table 3)
- The subjects of this study have reflected their already stated beliefs for five (5) of the metacognitive reading strategies except letting students to read the introductory and concluding paragraphs (item 16) and allowing them to assess their reading proficiency by themselves in a variety of ways (item 21) (see Table 5)
- Teachers have kept what they have believed in the social reading strategies to reflect in the classroom while they are teaching reading. They have applied the two social strategies in their classroom reading instructions (see items 23 and 24; Table 7)
- The samples have not reflected their beliefs they have given for the affective reading strategy which asks teachers whether or not they allow their students to take responsibility for their learning of the reading skills (see item 25; Table 7)

In general, there was inconsistency (as teachers' beliefs for the eleven cognitive, two metacognitive and one affective reading strategies did not correspond with their classroom

practices; see Tables 2, 3, 4, 5, 6, and 7) between what teachers have believed for each of the three types of the reading strategies and what they have implemented in the actual classroom reading instructions. As reported by the sample interviewed teachers and observed by the researcher during the class's teaching and learning process of reading, this incongruence happened because of the following factors.

1. The teaching context
 - Limited amount of time
 - Mixed ability classes
2. Low level of students' motivation to read a passage and to learn reading
3. Materials
 - Some contents of the students' materials are difficult for the grade level of the students
 - The material does not provide the necessary strategies to apply for specific activities except skimming, scanning, guessing the meanings of words, referencing, etc
4. Students do not come to school/class with their textbook
5. No English lab classes

5.2 Recommendations

Based on the findings of the study, the researcher would like to forward the following suggested recommendations for the improvement of the practices of teaching reading through using the necessary reading strategies.

1. From the observed and interviewed background of teachers, it was reflected that majority of them did not get the appropriate training on the reading strategies. This impedes teachers in not using the reading strategies while students are reading a certain text and answering to questions that are derived from the passage. Therefore, it is important for teachers if they get the chance to be trained on the strategies. Besides it was also observed that some proficient or active learners have participated more than the middle or slow learners. This happened because there are mixed ability students in the class. In order to at least minimize this problem, it is preferable if teachers take the methodical way of teaching pupils. In addition, if the time allotted to teach reading is extended, there will be chances to make all type of students participate in the class's day-to-day teaching of reading.
2. To arouse students' motivation, it is the job of the teacher who has the responsibility to build up his/her pupils' overall knowledge. Therefore, it might be possible if teachers use different methods in order to motivate students to teach reading skills effectively. For example, humors as well as jokes at the beginning of the teaching and learning process may initiate pupils for the lesson they are going to learn. Following several kinds of teaching reading methods such as inviting students to present what they have discussed on the tasks will also play its role in the instigation of students' motivation towards learning reading.
3. It was noticed by the researcher that the students' material has only some selected reading strategies like skimming, scanning, guessing the meanings of words, etc. But as suggested by different language writers, there are plenty of strategies that are very important in order to make the teaching of reading both effective and efficient. So what material designers are recommended here is that they, as much as possible, have to include several reading

strategies into the different reading sections of the textbook's units. If this is done, it will be expected that both teachers and students would be aware of the reading strategies.

4. From the students' background of reading passages, it has been observed that they were using one textbook for three or four students though the schools have distributed one textbook for one student. This makes learners: (1) to read the passage loudly, (2) to ignore the text being read, and (3) to discuss and disturb rather than reading the passage. As it has also been noticed by the researcher, this is a very serious and complicated problem in making teachers not to implement the teaching of reading appropriately by using the strategies. Either the teacher or the institution may have the responsibility to alleviate this factor from the root. Even though it may not be possible, taking a serious measurement on a student who comes in class without his/her text book might at least minimize the severity of the problem.
5. The two schools which have been used as a sample for this thesis research couldn't arrange English laboratory classes. This may be because of some economical or administratively related factors. However, so as to facilitate not only the teaching of reading but also other skills and English in general, English lab classes play their paramount role over the students' participation on language learning including reading. Therefore, it would be essential to train students not only on the science streams but also on the English language in the laboratory rooms.

Finally, since this study has only touched the surface, follow-up studies will be necessary with large number of teachers from all settings of education so as to get a wider picture on the beliefs and practices of teachers regarding the reading strategies. This is advised because teachers' beliefs are complicated and their actual classroom practices were inconsistent with their stated beliefs about the strategies.

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APPENDICES

Appendix- A

**Addis Ababa University
Faculty of Language Studies
Department of English (Graduate Programs)**

Questionnaire to be filled in by Teachers

Questionnaire Covering Letter

First of all, I would like to thank you for your effort to respond to this questionnaire. I am conducting a research which has been entitled as "Investigating Teachers' Beliefs and Their Classroom Practices about Reading Strategies." The purpose of conducting this research is to fulfill the requirement of MA degree in TEFL- Teaching English as a Foreign Language. Besides, the basic need in distributing this questionnaire is to search for your beliefs regarding the reading strategies and their classroom practices.

This questionnaire has two parts: Part 'A' and 'B'. The first Part 'A' is concerned about your background information that will be held confidentially by the researcher. On the other hand, the next Part 'B' is about the reading strategies which were prepared to reflect your beliefs. These questions have five options. You are going to choose one from those options as an answer for a single question. You are asked to put a tick mark (✓) on your selected answer after considering the five choices provided. For example, if your answer is "Agree" for a single item, you will put the mark in the following way.

Strongly Disagree Disagree Undecided
Agree Strongly Agree

N.B

- You don't have to write your name in any part of the questionnaire
- When you finish, please check whether you have responded to all of the items/questions

Thank You!
The researcher

February, 2011

Part 'A' of the Questionnaire

Dear Respondent:

Below is the personal background information that you are asked to fill in.

Thank You!
The researcher

1. Sex:

Male Female

2. Age:

25-28 29-33 34-38 40and above

3. Years of Teaching:

1-5 Years 5-10 Years 10-15 Years
15-20 Years 20-25 Years 25 and above

4. Qualification:

Diploma BA/Bed MA/Med
Any Other.....

5. Specialty:

ELT (English Language Teaching) Linguistics Literature
Any Other.....

Part 'B' of the Questionnaire

Dear Respondent:

This part of the questionnaire has a total of 25 questions and every question has five alternatives: (Strongly Disagree, Disagree, Undecided, Agree, and Strongly Agree). You are kindly requested then to put this mark (✓) on your only one answer after considering the choices given.

Thank You Very Much!

The researcher

1. Reading the passage more than once to understand it more completely each time for different purposes.
Strongly Disagree Disagree Undecided
Agree Strongly Agree
2. Referring to additional resources such as dictionaries, encyclopedias, or other texts to find out the meaning clear.
Strongly Disagree Disagree Undecided
Agree Strongly Agree
3. Making guesses about what will come next by looking at the title.
Strongly Disagree Disagree Undecided
Agree Strongly Agree
4. Relating new information to the previous knowledge to make meaningful personal associations with the exiting new one.
Strongly Disagree Disagree Undecided
Agree Strongly Agree
5. Making a short written summary of the original passage.
Strongly Disagree Disagree Undecided
Agree Strongly Agree
6. Applying general rules (e.g. word formation rules, or 'knowledge of sentence patterns- subject +verb+ object) in order to derive hypotheses about the meaning of what is read.
Strongly Disagree Disagree Undecided
Agree Strongly Agree

7. Using the available information to guess the meaning of new items or fill in the missing information of the passage.

Strongly Disagree Disagree Undecided
Agree Strongly Agree

8. Classifying words, terminologies and/or concepts of the reading passage according to the meanings they belong.

Strongly Disagree Disagree Undecided
Agree Strongly Agree

9. Using images (either mental or actual) in order to understand new information.

Strongly Disagree Disagree Undecided
Agree Strongly Agree

10. Constructing a meaningful sentence by combining the known elements from the reading passage in a new way.

Strongly Disagree Disagree Undecided
Agree Strongly Agree

11. Using students' first language as a base for understanding and/or producing the second or foreign language.

Strongly Disagree Disagree Undecided
Agree Strongly Agree

12. Writing down key words or concepts in an abbreviated verbal form while reading the text.

Strongly Disagree Disagree Undecided
Agree Strongly Agree

13. Remembering the sound of the word from the reading text to students so that the meaning becomes clear to them.

Strongly Disagree Disagree Undecided
Agree Strongly Agree

14. Using the target language in an authentic way for reading comprehension by reading newspapers, magazines, etc.

Strongly Disagree Disagree Undecided
Agree Strongly Agree

15. Using a variety of emphasis techniques (such as underlining, starring or putting colors) to focus on important information.

Strongly Disagree Disagree Undecided
Agree Strongly Agree

16. Reading the introductory and concluding paragraphs very carefully in order to understand the passage clearly.

Strongly Disagree Disagree Undecided
Agree Strongly Agree

17. Going through the reading passage through skimming in order to get the gist (general idea of the overall passage).

Strongly Disagree Disagree Undecided
Agree Strongly Agree

18. Going through the reading text quickly through scanning in order to locate specific information.

Strongly Disagree Disagree Undecided
Agree Strongly Agree

19. Directing students' attention whether or not a reading task requires the reader to recognize and understand a variety of words.

Strongly Disagree Disagree Undecided
Agree Strongly Agree

20. Having a set of goals to become proficient enough in order to read academic texts and reach a superior reading proficiency level.

Strongly Disagree Disagree Undecided
Agree Strongly Agree

21. Allowing students to assess their reading proficiency by themselves in a variety of ways such as considering whether or not their comprehension is acceptable at a given point, or estimating whether their reading speed has improved.

Strongly Disagree Disagree Undecided
Agree Strongly Agree

22. Setting a reading purpose in the light of the situation and the type of the material to be read.

Strongly Disagree Disagree Undecided
Agree Strongly Agree

23. Working together with peers in order to collect information and in order to solve a task.

Strongly Disagree Disagree Undecided
Agree Strongly Agree

24. Eliciting questions in order to put additional expressions or examples to students.

Strongly Disagree Disagree Undecided
Agree Strongly Agree

25. Allowing students to take responsibility regardless of both the possibility of making mistakes and fear of failure.

Strongly Disagree Disagree Undecided
Agree Strongly Agree

Appendix- B

Addis Ababa University
Faculty of Language Studies
Department of English (Graduate Programs)

Observation Checklist

The main purpose of this observation checklist is to observe the activities practiced in the classroom in relation to the implementation of the reading strategies. The activities have been marked in the category of Yes/No on the basis of whether they happen or not in the classroom.

No	TEACHERS	TEACHERS														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	READING STRATEGIES	y e s	y e s	y e s	y e s	y e s	y e s	y e s	y e s	y e s	y e s	y e s	y e s	y e s	y e s	y e s
1	Does a teacher allow students to read the passage more than once to understand it more completely each time for different purposes?	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Does a teacher set aside students to refer to additional resources such as dictionaries, encyclopedias, etc in order to find out the meaning clear?	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	Does a teacher permit students to make guesses about what will come next by looking at the title?	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Does a teacher let students to relate new information to previous knowledge, or make meaningful personal associations with the existing new information?	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Appendix- C

Addis Ababa University
Faculty of Language Studies
Department of English (Graduate Programs)

Interview Guides

1. How long have you been teaching reading?
2. How do you think reading should be taught?
3. What do you do in order to ensure whether or not students understand the reading passage?
4. How do you define reading strategies?
5. Do you use reading strategies in your daily reading classes? If you use, how do you use them?
6. What are the reasons for using reading strategies while you are teaching reading?
7. Can you give me some examples of the reading strategies in which you use them in your daily reading classes?
8. Have you ever been faced with factors that hinder in not using the reading strategies in the classroom while you are teaching reading? If yes, can you list these factors?

Appendix- D

Addis Ababa University
Faculty of Language Studies
Department of English (Graduate Programs)

Interview Transcriptions

Ref. R= Researcher
T= Teacher

Teacher 1

R= thank you very much! I would like to conduct a research as I have told you. So I would like you to have 10-15 minutes together with me in order to answer to these questions. So the first question is how long have you been teaching reading?

T= ok, I have been teaching reading since 1998 E.C, that means for six years.

R= how do you think reading should be taught?

R= Ok, of course I support the teaching of reading strongly. That means it helps students to understand whatever they want to read and reading skill is one part of language skills for the students. When the students develop their reading skill, they can know and develop their learning and teaching process. They can use to learn for other subjects, and then I strongly support reading skill.

R= so you are telling me that reading should be taught in the way students understand the text.

T= Yeah, to teach reading skill, first that means to follow the stages- three stages of teaching reading pre-reading, while-reading, and post-reading. In pre-reading activities most of the time, we prepare questions that do not found in the reading passage but that can express similar ideas of the text and that the use of pre-reading activities that can integrate the students prior knowledge with the text and when they try to do the pre-reading questions, they develop their activities to guess or to know the passage. This is the main point to integrate their prior knowledge to the text, that means.

R= Eh- the next question is what do you do in order to ensure whether students understand the text or not?

T= Ok, most of the time I use post-reading questions (comprehension questions). At that time, I asked the students to explain about the text or to find out the general idea that means orally

by their own words. At this time, I understand whether the students understand the reading text or not.

R= Thank you very much! What do you think reading strategies are? What are reading strategies to you?

T= Of course, the main reading strategies are three reading strategies that means the pre- reading, while-reading, and post-reading. Under these, there are plenty of reading strategies, for example, read the first paragraph to know the general idea of many paragraphs or the passage or read the first sentence and understand the whole idea of the paragraph. by reading the topic sentence and understand the whole idea of the paragraph and by reading the last or concluding paragraph to know the general points of the passage.

R= Eh- what are the reasons for using the reading strategies? Or why are you using the reading strategies while you are teaching reading?

T= Ehh- while we are teaching reading, eh- the reading strategies because to know whether the students attend or not or whether the students know or not that means and to evaluate the students, to motivate the students. There are many uses regarding the strategies.

R= Yeah, so in order to facilitate teaching reading in the way students understand the text and in the way students comprehend the text, you are using the reading strategies, you are meaning.

T= Yeah!

R= Thank you! The next question is do you use reading strategies in your daily reading classes?

T= Yeah, most of the time I use these reading strategies. But sometimes I do not use because to save time or low participation; basically that means to save time and in a little extent that means low participation of the students. By these causes suppose sometimes I do not use the reading strategies.

R= Yeah, you said to me that you use most of the time the reading strategies. So if you use them, what are they? Can you explain some of them? Can you exemplify some of the reading strategies?

T= Of course, as I told you before that means under the three stages of reading, I ask the students after the reading comprehension to explain or elaborate by using their own words to the passage and I ask the students to take out the topic sentence and I ask the students to guess

the meaning from the text; other contextually or word for word meaning that means and plus to this, I ask the students to pronounce the words and so on.

R= Thank you very much! The last question, you have said that you didn't use some of the reading strategies in the classroom because of some reasons you have just explained before. Can you explain some other problems, I mean factors?

T= Of course, one problem as I said it to you, is shortage of time-the main problem that is shortage of time. And of course the students are not motivated to do the activities or to do in every strategy that means. They want to know or they give emphasis basically for the grammar. If you want to teach reading or if you want to devote many time on reading, students are not motivated, they are not eager, that means this is another problem.

R= Yeah, lack of students' motivation that means.

T= Yeah!

R= and what about the text book? Is there enough textbook that is distributed one to one student?

T= Yeah, Yeah, of course English textbook that is enough for the students. But most of the students do not use their textbook. They lost them in their home. This is another problem. And plus to that the text has no guides. Different teachers use or go on in their way. This is also another problem that means.

R= Ehh- can you explain other school related problems? I mean school or administration related factors, do you have?

T= Of course, there is no English lab class. This is one school related problem. And plus to that this is the background and especially for an English day, the students cannot eager to speak in English and they do not ask also in English. They use their mother tongue, instead. When we give a class or group works, they discuss in their first language. This is another problem; and plus to this, this is not well activities of English language in school, that means.

R= Thank you very much; I really thank you!

T= No matter!

Teacher 2

R= Thank you!

T= ok, don't worry!

R= I would like to conduct this interview session together with you in order to fulfill my thesis research. So the first question in my interview session here is that how long have you been teaching reading?

T= Ehh- I have been teaching reading ehh- for eight years.

R= Eight, yeah! How do you think reading should be taught? In what way reading should be taught to students?

T= I taught reading by classifying the tasks meaning by pre-reading task, while-reading and post-reading.

R= Alright, what do you do in order to ensure I mean in order to check whether students understand the reading text or not?

T= especially by using the post-reading tasks.

R= Yeah, comprehension questions?

T= Yes, comprehension questions, vocabularies, ehh- under vocabulary section, there are guessing meanings from context. Then when they guess the given meanings from the context, I understand that they understand and consider the message of the given passage.

R= Yeah, What do you think reading strategies are? What are reading strategies?

T= Reading strategies, eh-h- what do they mean?

R= Yeah, what do reading strategies mean?

T= Reading strategy?

R= Yeah, reading strategies.

T= the system how can you read.

R= Yeah, eh-h-h-

T= the system, yes.

R= eh-h-h- reading strategies are ways in order to teach reading.

T= Yes!

R= Alright, so what are the reasons or why are you use the reading strategies in the classroom?

T= the reason; depending on different reasons. Especially, for example, in the classroom for their own purposes, reading has different reasons. Under class they have their own objectives to understand the passage and to answer the vocabulary questions, meaning of course reading has different objectives, for pleasure you have to read. But in the classroom you have to read and attend, too ehh- the message of the given passage and also to understand the vocabulary items and context meanings.

R= So in order to develop the reading skills of the students and in order to understand the reading text, or in order to comprehend the message or the main idea of the passage, reading strategies are used, you are meaning?

T= Yeah!

R= Thank you! Ehh- do you use reading strategies in your daily reading classes?

T= Ehhh- as much as possible, I tried to use but there are different obstacles when we tried to practice.

R= Yeah, we will come to that.

T= Yes, for example, when you gave the reading lesson for them, that is necessarily to use one text for individuals. But they were reading together in group of five, or in a group of four. At that time one student tries to read and tires to express for others. And the rest students depend on them rather they read and understand by themselves.

R= Alright, ehh- can you explain I mean exemplify some of the reading strategies that you use in your classroom? Examples of the reading strategies and how do you use them?

T= the reading what?

R= the reading strategies.

T= the reading strategies, there are different strategies. I applied especially ehhh- reading strategy in the class like skimming, ehhh- depending on the purpose, by the way! For example, if the given comprehension needs highlight, they may be scan, ehh- if the given comprehension question guides to pick out the general idea from the passage, skimming is used. So depending on the given comprehension question especially post-reading tasks, we used different kinds of the reading strategies.

R= How do you use them? The main question is how do you use them?

T= I gave time; I gave specific time to them. When there is scanning ehh- strategy, I gave specific time comparing with skimming. Then if that is short and needs specific information, I

gave five sorry ten to fifteen minutes, if that needs detail information from the passage; I gave fifteen to twenty minutes.

R= so it all depends up on the reading passage.

T= Yeah!

R= Ok, ehh- just you have explained some of the factors that hinder in not using the reading strategies in the classroom. Can you explain some more factors? I need these factors, dear respondent.

T= Yes, according to this school's (Shikudad Senior Secondary and Preparatory School) context, the grade level by itself is the factor.

R= the grade level, what does it mean?

T= the grade level meaning, the students in this grade level are too bored. Meaning since they are grade twelve, they never, ehh- they tried to disturb especially when they are reading the text. Rather they tried to read the passage, they disturb during reading lessons. Simply, they are too careless.

R= that means, lack of motivation you want to mean.

T= Really!

R= What are other problems like just what I have said administration related problems, or teacher related problems, or material related problems? Do you have some more?

T= Material, of course material- that is one to one but when the students come to class, ehh- they came without any material.

R= without a textbook?

T= Yes! It is also a problem. And ehh- they corrupt as I said earlier, ehh- the reading text is tried to cover by one guy in a group. But the main purpose of reading is to read individually and understand the main idea of the passage. But they covered it like a group discussion.

R= Why is this happen? Why?

T= the reason why I asked them is that they have no text, then that is the factor.

R= don't you think that the school has its own problems?

T= Ehhh- for reading ehhh- no factor because they have one to one textbook relationship. The chair is suitable for them and I think they are not energized, too in another skills. Because there is no teachers' guide book, so that simply we pass the listening section.

R= so do you think that teachers' guide book is a factor in not using the reading strategies in the classroom practices?

T= Really!

R= Ok, thank you very much!

T= Ok, don't worry!

R= Thank you!

Teacher 3

R= Alright, thank you very much. Ehh- I would like to conduct this interview session in order to conclude my thesis research for the MA degree in teaching English as a foreign language. Ehh- so the following interview questions have been designed to have this interview session together with you, thank you!

T= Ok, you are well come and I am ready to answer.

R= Alright, how long have you been teaching reading?

T= Ok, by the way I have been teaching in Bure Shikudad Preparatory School for five years, emm still I am there and still I am teaching English.

R= Alright, how do you think reading should be taught? In what way reading should be taught to students?

T= Ok, there are different ways, ehh- because of constraints of time, it is not necessary to tell every thing, sorry strategies or the ways. Rather there is ehh- what a suitable way, ok to teach reading. For example, strategies or techniques like skimming and scanning in order to find out the specific and general information from a given text. And by giving a chance, for example, if you have a text in a book, by giving a chance to students just to read paragraph by paragraph. So it also enables them to improve their reading skill as much as possible.

R= Sure! What do you do in order to ensure whether or not students understand the reading passage?

T= Ok, whether they understand the reading passage or not, ehh- after reading a passage, we always get what a lot of exercises...

R= Reading comprehension questions?

T= Yeah, for example, reading comprehension questions, the vocabulary items, etc. So I always asked them just to carry out these exercises. After that, I gave a chance to them to give a response to those questions. So after they carried those exercises and give answers orally to the teacher, you should measure or you should understand whether your students understood or not, ok!

R= Yeah, yeah! Thank you! What do you think reading strategies are?

T= as I told you before, there are what different techniques or strategies, for example, the strategies skimming and scanning. You know these, what we called rapid reading techniques and the reason why we use these strategies or techniques as I told you before, is in order to find out the specific information and the general idea from the passage.

R= Ehh- for what reason or why we use reading strategies in teaching reading? Yeah, what are the reasons behind?

T= There is one basic reason eh-h- for example, you know in order to what eh-h- improve students' skill, it is them- the reading strategies or techniques, have you got me? And these techniques what allowed to save the time and as I told you before, it enables a student to improve his/her reading skills.

R= Yeah, eh-h- the next question is do you use reading strategies in your daily reading classes?

T= Yes, yes, yes! I always use the reading strategies or techniques.

R= How do you use them?

T= Ok, there is some question eh-h-h-...

R= questions that are derived from the reading passage?

T= Yeah, those questions have a sharp relation with the strategies or the techniques and these questions also compare the students or force the students just to use that techniques. Especially, the instructions always allowed them just to use these techniques and to find as I told you before specific and general information from the coming passage.

R= Yeah, yeah! Actually you have said the examples I mean some of the examples of the reading strategies. But the main question in my interview is have you ever been faced with difficulties or factors that hinder in not using the reading strategies? I said this because I have seen most of teachers' class's practices. At that time, I have seen when teachers were not almost reflecting the reading strategies in their classroom's instruction. What are the factors or the problems behind this?

T= Ok, even if it is my concern to find out problems or factors that affect the teaching of reading, I encountered some students in class not voluntarily reading the passage. I don't know the reason, sometimes I feel like this, ok! They may not understand what I said, ok the instruction, have you got me? Or what I told them to do in the class. But sometimes there are some students I encounter who are what "Bench Warmer". So I encountered such kind of problem. But as much as possible, when they try a little bit, I appreciate them and I encourage them as much as possible.

R= Yeah! What about material related problems, I mean text books? Is there any problem with regard this?

T= Oh, Yeas! There is a big issue you know! We haven't what a teacher guide book, which is a big problem. "Oh, Jesus"!!! It is what a big issue, ok! There is no teacher guide so it is a big problem and it is what, it makes us "Crazy"! Really without teachers' text book, how we enter in the class? Oh it is amazing, you know? So it is difficult for us!

R= I see! What about students' textbook?

T= Students' textbook, ok sometimes it is like when you see ehh- a degree, it is difficult for them.

R= the material/ the content?

T= Yes, the text!

R= and what about school related factors; I mean is there any interference from the administration?

T= for what, justify.

R= in the school's administration, just like may be from the department, is there any interference that may hinder the teaching and learning process of reading?

T= Ok, sometimes I feel like that. I hope we should sorry the school administration should give a place, for example, for the department head office. Now at this time they are doing better and they are building the offices of the several departments including the department of English. So it is also considered as a factor.

R= Ehhh- thank you very much!

T= Ok, thank you very much and you are well come!

Teacher 4

R= Alright I would like, first of all, to thank you for you to have this interview session together with me. Ehh- I would like to conduct a thesis research. Ehh- my first question is how long have you been teaching reading?

T= Ehh- ok, thank you! Ehh- Ehh- Ehh- I have been teaching reading since 1990 properly according to Ethiopian calendar.

R= Yeah, yeah, that means for thirteen years.

T= Yes!

R= Alright, how do you think reading should be taught? In what way reading should be taught?

T= Ehhh- actually, I had the experience of teaching English even before this year. But after I have some knowledge about teaching reading, actually I have changed my mind and I have been teaching reading by inviting students to read the passage silently and individually, most of the time.

R= so you would like to tell students to read the passage and in this way you want to teach the reading skills.

T= Yeah, yeah, after they read the text silently, then we discuss the comprehension questions, the vocabulary items and guessing meanings of the words together.

R= Sure, my third question is what do you do to ensure whether or not students understand the reading material?

T= Ehh- actually I set different questions to check whether or not they understood the reading passage. Actually, English texts by themselves have ready made exercises but sometimes we also give questions but we didn't do it frequently.

R= Alright, what do you think reading strategies are? What are the reading strategies?

T= The reading strategies are actually, we can divide them, I have some knowledge about reading strategies, ehh- and ehhh- I make students to practice the scanning, skimming techniques, and the like.

R= for what reason we teachers use the reading strategies? Why we use reading strategies?

T= to make students to practice reading skill. We teach students the language skill to practice the four major language skills. So reading skill is one of the major skills. This is why we teach reading to make students practice on it.

R= Ehh- thank you! The sixth question is do you use the reading strategies in your daily reading classes?

T= Ehhh- not frequently because there are different language areas we should teach. But in all periods of teaching reading, I use the reading strategies.

R= If you use the reading strategies, how do you use them? In what way you use the reading strategies?

T= Ehh- first I try to encourage or arouse students' motive for reading the passage and then I give the pre-reading exercises. Then after doing these reading exercises, I invite them or let them to read the reading passage. This is what the while-reading stage we called. And students read the text and this is what I always do.

R= In general, you classify the reading strategies into three stages- the pre-reading, while-reading, and post-reading.

T= Yeah!

R= Thank you very much! Can you explain some more examples of the reading strategies in addition to skimming, scanning, and so on? Can you give me some more examples of the reading strategies you use in the actual classroom?

T= Yeah, yeah, I let them practice references, and vocabulary guessing and even comprehension.

R= Alright, the last and the main question in my interview is when I am observing classes practices while teachers are teaching reading, I have seen some factors that hinder teachers in not using the reading strategies. So, ehhh- did you face any problem while you are teaching reading by using the reading strategies?

T= Ok, I can say I at least practice one, two or three skills of reading. So I have never been faced any kind of teaching reading factors.

R= Thank you!

T= Ok, don't mention it!

Teacher 5

R= Um, I would like, first of all, to thank you for you to have this interview session together with me.

T= Ok, thank you, too!

R= Ehh- my first question is how long have you been teaching reading?

T= I have been teaching reading for a long period of time. By the way, I have five years teaching experience in this school (Damot Preparatory School).

R= Thank you! How do you think reading should be taught? In what way reading should be taught?

T= Ok, in order to teach our students especially the reading section, the teacher should give the pre-reading questions in order to motivate them, ok. After that, we should give a specific time to read the text based on the passage. If the passage is bulky, we should give much more time and sometimes may be the text is very complicated. During that time, the teacher should give much more time in order to understand that text. After that, we should ehh- ask them some post-reading exercises like reference questions, like ehh- the main idea of the paragraph or the gist of the paragraph. By asking these kinds of questions, we can teach our students reading.

R= so in these three stages of teaching reading, in the while reading section, what do you do in order to ensure whether students understand the text or the reading passage or not? What do you do?

T= Ok, during ehh- the while-reading, the teacher should facilitate his/her students by asking the post-reading exercises. But on the while-reading, teachers beyond the facilitation, they haven't any activity. Simply he/she should facilitate. In addition to this, may be the students raise some questions or they face some new or unfamiliar words. At that time they may ask that question or the meaning of the word. During the while-reading, the teacher should define the terms or give the synonyms of the words.

R= Thank you! Ehhh- What do you think reading strategies are? How do you define the reading strategies?

T= Ok, the reading strategy means how can we teach our students the reading skill. This is the strategy when we use the reading strategy based on students' background, their level and their capacity. When I say their capacity, may be sometimes the content is beyond their level. For example, for grade eleven, there are some fiction works in the form of the reading passage. At

this time they have the lack of reading experience. Due to this, they face in a problem. We teachers should consider this all things.

R= so reading strategies are mechanisms in order to improve the reading skills of students, you are saying?

T= Yeah!

R= what are the reasons for using the reading strategies? Why we use reading strategies while we are teaching reading?

T= Ok, ehh- when we teach students about reading, we use different reading strategies. Why we use these strategies; in order to clarify the text, improve students' reading habit. The students' reading habit should be developed by the teacher's reading strategy. May be the passage is very difficult; the teacher should give clue during pre-reading, after that they should get some information during the pre-reading. While they enter into the while-reading stage, it is very clear because they get some information from the pre-reading. Due to this, it is essential.

R= Alright, my sixth question is do you use reading strategies in your daily reading classes? Do you use them?

T= Most of the time, I used. Why because the reading text is different. Some texts are related to students' daily activity. During this time, I use another activity or another strategy. Ehh- some reading texts are far from their day- to- day activity or they do not concern their environment. Due to this, I use the reading strategies.

R= so if you use the reading strategies, how do you use them?

T= Umm, how do you use them?

R= Yeah!

T= Ehhhh- I used these reading strategies by dividing the teaching of reading into three stages - the pre-reading, while-reading, and post-reading. On the pre-reading, sometimes, I raise the current or the real situation of them. Sometimes ehh- I relate that idea or that topic with the medium. By using these reading strategies, I can teach my students reading.

R= Thank you very much! Ehh- the seventh question in my interview is can you explain some examples of the reading strategies you use in the classroom's practice?

T= Eh, the reading strategies?

R= Yeah! Skimming, for example, is a type of reading strategy. What else?

T= Scanning.

R= Scanning, sure!

T= by the way, most of the time we use skimming and scanning. Ehh- beyond these reading strategies, sometimes we use reference, vocabulary- deduce the synonyms of words.

R= Yeah, thank you! The main and the last question in my interview session is while I have seen teachers' classroom practices, I observed some problems- problems related to students, problems related to teachers, problems related to the institution or administration. Ehhh- so have you ever been faced with such kinds of problems or factors while you are teaching reading by using the reading strategies?

T= Yeah, when I taught ehh- my students, I faced with some factors or problems. These problems are related with students' habit. In addition to this, students, ehhhh- are not interested on the reading passage. Because when we see the previous examination, not only the previous examination but also the current examination, focuses on the grammar section or the language pattern. Due to this, they hate reading. Ehhh- some quiz evaluation focuses on the language pattern. Only the reading examination happens during the final examination like entrance, EGSCCE, and the school's final examination times. Beyond this, the teacher cannot prepare the ehh- reading question. While the teacher does not prepare the reading examination during the quiz evaluation, it has lack of time, money (finance). In order to prepare one paragraph, or one passage, it is very difficult. Why because that quiz should be written on the board. In order to write that passage on the board, it takes much more time. We haven't capable writer. Due to this, we give emphasis for the language pattern (the grammar). Due to this, students' habit is also returned to back and have lacked motivation.

R= what about material related problems? Say for example, textbooks, I mean teachers' guide.

T= By the way there is no any teacher guide for a long period of time.

R= what about students' textbook? Is there a one- to- one relationship?

T= Yeah, but they came up without their textbooks. I faced with such a factor in the class. Why because they have ehhh- huge or bulky text books. One student carries only one textbook and six exercise books. Beyond that it is difficult for students to come to school with all of their textbooks. And they share one textbook on a desk for three or four students during reading passages or while I am teaching reading. Sometimes they read loudly because they have one textbook on their seating.

R= Umm-what about classroom related factors? Is the classroom comfortable for students to learn reading?

T= Yeah, by the way, there is no problem related with the classroom while teaching reading. Either it is a large or small class size or not, we can solve this easily.

R= Ok, Is there any administrative related factors?

T= Administration uhhhh- I personally believe that there is no any problem related with the administration. For the period, you are the administrator. Beyond you, there is no any leader, for that period you are a leader, you can manage that classroom by your interest. Due to this, there is no any problem.

R= Alright, that is all! I would like to thank you for your help starting from the beginning till now, thank you very much!

T= Ok, thank you, and don't mention it!

Declaration

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

Name: Habtamu Yirga Bekele

Signature:

A handwritten signature in blue ink, consisting of a large initial 'H' followed by a series of loops and a long horizontal stroke, written over a solid horizontal line.

Place: Faculty of Language Studies, Addis Ababa University

Date of Submission: June 1, 2011