



**JIMMA UNIVERSITY**

**COLLEGE OF SOCIAL SCIENCES AND HUMANITIES DEPARTMENT  
OF ENGLISH LANGUAGE AND LITERATURE IN TEACHING ENGLISH  
AS A FOREIGN LANGUAGE (TEFL)**

**INVESTIGATING EFL TEACHERS' BELIEFS AND PRACTICE OF  
TEACHING READING SKILLS:FIVE SECONDARY SCHOOL TEACHERS OF  
JIMMA TOWN IN FOCUS**

**BY**

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**NOVEMBER, 2022**

**JIMMA-ETHIOPA**

**Investigating EFL Teacher's' Beliefs and Practice of Teaching Reading Skills:  
Five Secondary School Teachers of Jimma Town in Focus**

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## **Declaration**

I, the undersigned, declare that this thesis is my original work and has not been presented for an MA thesis in any other university.

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## TABLE OF CONTENTS

<b>Contents</b>	<b>Pages</b>
Acknowledgement .....	I
Table of Contents .....	II
List of tables.....	III
Abestrect.....	IV
Avrivations / accronims .....	vii
<b>CHAPTER ONE: INTRODUCTON.....</b>	<b>1</b>
<b>1.1 Back ground of the study .....</b>	<b>1</b>
<b>1.2. Statement of the Problem.....</b>	<b>4</b>
<b>1.3. Objectives of the Study .....</b>	<b>6</b>
<b>1.3.1. General Objective: .....</b>	<b>6</b>
<b>1.3.2. Specific Objectives .....</b>	<b>6</b>
<b>1.4. Significance of the Study .....</b>	<b>7</b>
<b>1.5. Delimitation of the Study.....</b>	<b>7</b>
<b>1.6 Limitation of the study .....</b>	<b>7</b>
<b>1.7 Operational Definition.....</b>	<b>8</b>
<b>CHAPTER TWO: REVIEW OF RELATED LITERATURE .....</b>	<b>10</b>
<b>2.1 The concept of Beliefs .....</b>	<b>10</b>
<b>2.2 Teachers' belief about reading .....</b>	<b>10</b>
<b>2.3 The Relationship of Teachers' Beliefs and Language Practices .....</b>	<b>11</b>
<b>2.4.Understanding Teachers' Belief.....</b>	<b>13</b>
<b>2.5.Theory of Teacher's cognition and beliefs in teaching reading.....</b>	<b>15</b>
<b>2.6.Sources of Teachers' Belief .....</b>	<b>17</b>
<b>2.7.Theory of Teacher's cognition and beliefs in teaching reading.....</b>	<b>19</b>
<b>2.8. Teacher's activities during Reading Lesson .....</b>	<b>21</b>
<b>CHAPTER THREE: RESEARCH METHODOLOGY .....</b>	<b>22</b>
<b>3.1 Research Design .....</b>	<b>22</b>
<b>3.2 Study Site .....</b>	<b>22</b>
<b>3.3 Source of Data .....</b>	<b>22</b>
<b>3.4 population of the study .....</b>	<b>22</b>

<b>3.5 Sampling and sampling Techniques .....</b>	<b>23</b>
<b>3.5.1 Sampling .....</b>	<b>23</b>
<b>3.5.2 Sampling techniques .....</b>	<b>23</b>
<b>3.6 Data Gathering Tools .....</b>	<b>24</b>
<b>3.6.1 Questionnaire .....</b>	<b>24</b>
<b>3.6.2 Interview .....</b>	<b>25</b>
<b>3.6.3 Class room Observation .....</b>	<b>26</b>
<b>3.7 Data collection procedure.....</b>	<b>26</b>
<b>3.8 Method of Data Analysis .....</b>	<b>27</b>
<b>3.10 Validity and Reliability of the Questionnaire .....</b>	<b>27</b>
<b>3.11 Ethical Considerations.....</b>	<b>29</b>
<b>4.1 Data from the Questionnaire.....</b>	<b>31</b>
<b>4.1.1 Teachers' beliefs on the process of teaching reading skill in class room.....</b>	<b>31</b>
<b>4.1.2 Data Interpretation .....</b>	<b>33</b>
<b>4.1.3 Teacher's activities should implement during teaching reading skill .....</b>	<b>35</b>
<b>4.2 Data from the interviews .....</b>	<b>39</b>
<b>4.2.1 EFL Teachers' Belief and Practice of Teaching Reading Skills.....</b>	<b>39</b>
<b>4.2.2 Beliefs about the importance of Teaching Reading as compared to other Skills.....</b>	<b>39</b>
<b>4.2.3 EFL teachers' beliefs affect the actual classroom practice of teaching reading. ....</b>	<b>40</b>
<b>4.2.4 The techniques teachers apply to check students' understanding while teaching reading .....</b>	<b>40</b>
<b>4.2.5 Manage students reading profile to enhance reading skill.....</b>	<b>40</b>
<b>4.2.6 Challenges that face on EFL teachers in teaching reading skill .....</b>	<b>41</b>
<b>4.2.9 Factors that hinder teachers' beliefs in teaching reading skill .....</b>	<b>42</b>
<b>4.2.10 Summary of Data from Interviews .....</b>	<b>42</b>
<b>4.3.1 Summary of Data from Observation .....</b>	<b>45</b>
<b>4.3.2 Discussions.....</b>	<b>45</b>
<b>CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS.....</b>	<b>48</b>
<b>5.1. Summary.....</b>	<b>48</b>
<b>5.2. Conclusion .....</b>	<b>48</b>
<b>5.3. Recommendation .....</b>	<b>49</b>
<b>References.....</b>	<b>51</b>

## **LIST OF APPENDIXES**

<b>APPENDIX A Quetiomaries .....</b>	<b>Error! Bookmark not defined.</b>
<b>APPENDIX B Interview.....</b>	<b>59</b>
<b>APPENDIX C Classroom observation checklists.....</b>	<b>60</b>



## **LIST OF TABLES**

Table 1. Name of selected secondary schools at Jimma town.....	21
Table 2. Demographic Characteristics of the Participants.....	27
Table 3. Teachers' beliefs on the process of teaching reading skill in class room.....	30
Table 4. Teachers' Personal beliefs regarding to teaching reading skill.....	34
Table 5. Class room observation cheek list.....	42

## **ABSTRACT**

*Teachers' beliefs affect not only their teaching, but also filter new input, suggesting significant implications for the implementation of educational innovations and teacher development. This research investigate EFL teachers' beliefs of teaching reading skill and their actual classroom practices focusing on Jimma High Schoolss. And 80 EFL teachers from five Secondary schools were selected purposefully and conveniently. This study would be significant to students expecting that the quality of reading lessons will be improved because teachers would work better and gradually they will become skilled readers. And also teacher are the other beneficiaries of the study including classroom practitioners. Curriculum developers and syllabus designers professionally will look into their work and make the text book more welcoming concerning reading skill. One of the data gathering instruments in this case study was a questionnaire that asks the participants' beliefs of teaching reading related to the classroom practices and how these beliefs influence their classroom practices in teaching reading. In addition to the questionnaire, semi structured interviews were held to examine their beliefs in detail. Finally, in order to see whether participants ' beliefs of teaching reading matched with their actual practices in their classrooms or not, the participants were observed and recorded The classroom observations as well as the recordings were also examined by the researcher, and the data were verified The analysis of responses of participants recorded classroom observations and interviews were presented qualitatively in the findings section and (the questionnaire was presented quantitatively though percentage and frequency. Results of the study showed that EFL teachers hold their own belief on teaching reading; however their belief was incongruently implemented in the classroom. Finally, the study provides some recommendations to the subjects which could help to improve their everyday classroom practices to ongoing critical reflection. So, this can help them to be conscious about their belief and motivated to reconcile with their practices to provide effective teaching reading.*

## **Avrivations / accronims**

TEFL Teaching English as foregen language

EFL English as foregen language

SLA Second Language Acquisition

ELT English language teaching

BAK Beliefs-Assumptions, Knowledge

SPSS Statistical Package for Social Science

# **CHAPTER ONE: INTRODUCTON**

## **1.1 Back ground of the study**

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

The beliefs teachers hold are decisive to their teaching techniques. A central idea which has emerged from research on teacher cognition in both mainstream and language education is that teachers' thinking and practice are guided by a set of beliefs which are personal, practical, tacit, systematic and dynamic (Borg,2006). However, understanding the relationship between teachers' beliefs and practices is considered a complex phenomenon and a messy construct: "A few would argue that the beliefs teachers hold influence their perceptions and judgments, which, in turn, affect their behavior in the classroom, or that understanding the belief structures of teachers and teacher candidates is essential to improving their professional preparation and teaching" (Pajares, 1992). Hence, it is not surprising that this area of research is making an impact in language teaching. In spite of the increasing attention devoted to language teacher beliefs, research on preserve and in-service language teachers is still relatively scarce (Borg, 2006).

Teachers' belief and class room practices are important for understanding and improving educational processes. According to Borg (1998), a program which incorporates teachers' classroom behaviors and the rationale behind them are particularly influential. Teachers' practice is shaped by their beliefs about ELT and the role beliefs play in teaching, in our case teaching reading. The study of teachers' belief is currently viewed by many educational researchers as a standard shift in research on teaching. More recently, teachers' educators began to realize that educational courses based on the transmission of methods and approaches are expected to play significant role in foreign language teaching. In line with this, Woods (1995) comments: The gap between (beliefs) theory and practice is getting wider and wider in education in general and language teaching in particular. This chief determinant of teacher behavior in class is his or her theory-in-action commonly defined as the set of tacit beliefs and values about what constitutes effective foreign language teaching and learning.

Harvey(1986) says, a belief system is a set of conceptual representations which signify to its holder a reality or given state of affairs of sufficient validity, truth or trustworthiness to warrant reliance upon it as a guide to personal thought and action' (Harvey, 1986: 146). Belief systems therefore serve as a personal guide by helping individuals define and understand the world and themselves (Pajares, 1992).

The concept of belief in Second Language Acquisition (SLA) is fairly new compared to other fields such as Sociology and Psychology (Barcelos, 2003). As Barcelos (2014) maintains, the work on beliefs about language learning and teaching started since the mid1980s following the pioneering work of Horwitz (1985) and Wenden (1986). Beliefs have, since then, been referred to as metacognitive knowledge Wenden (1986), teacher cognition (Borg, 2003), the culture of learning languages Barcelos (1995), and Beliefs-Assumptions, Knowledge (BAK) (Woods, 1996). Beliefs are "mental states that are thought to drive a person's actions" and are "the permeable and dynamic structures that act as a filter through which new knowledge and experience are screened for meaning" (Zheng, 2009, p.74).

An important type of beliefs emphasized upon in the literature of the field is teacher beliefs. Kagan (1992) defines teachers' beliefs as assumptions about students, classrooms, and the subject matter to be taught which are implied and unconscious. According to Kagan (1992), the actual nature of the education is reflected by teacher's belief. According to Johnson (1994), teacher beliefs are of paramount importance because the teachers' way of thinking, acting, and feeling are formed by their beliefs. Although, the beliefs that a person holds about something are multi-dimensional. In other words, so many factors such as teachers' age, experience, family traditions, etc. can be effective in shaping their beliefs. It could thus be argued that these factors might indirectly affect teachers' practice in the classroom. One of the factors thought to be of significance in examining teachers' beliefs and practices is context (Mansour, 2009).

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

languages are learned and interpretation is made will determine their classroom action more than any methodology employed.

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

Regardless of the fact that studying teacher beliefs prove to be most valuable, studies aimed at understanding the beliefs of teachers have been uneasy Clark and Peterson (1986.) in Pajares (1992:3 14) agree that: Teachers' theories and beliefs represent a rich store of knowledge, and dispute that teachers make sense of their world and respond to it by forming a complex system of personal and professional knowledge.

Moreover, research on language teachers' belief suggests that teachers tend to develop their knowledge and understanding in the course of their reflective practice Borg (2003). A number of areas have been identified as those through which teachers develop their language teaching principles, such as their belief systems or personal theories that teachers held regarding the nature of the broader educational process, the nature of language how it is taught and learned.

Breen et al (2001). It is understood that professional education which shapes trainee teachers' belief and ignores the teachers' earlier beliefs may be less effective at forming the later beliefs. Though language teaching is traditionally seen from the teachers' point of view, I earners situated and dynamic nature of activities also bring their own beliefs, goals, attitudes and decisions to language learning classes. Horwitz's (1987:38) research focused that: Some beliefs are probably shaped by students' previous experiences as language learners, and other beliefs are probably shaped by students' cultural background, have been widely accepted and supported by many other language learning researchers.

According to Nunan (1989), the relationship between beliefs and practice is a significant area of research and has increasingly attracted attention in recent years of reading professionals. He also concludes that even among teachers who were highly qualified and trained and had clear goals for

reading classes, only few opportunities were created in for effective reading. This suggests that discrepancies exist between teachers' beliefs and their actual classroom performances.

Based up on the above mentioned researches it can be realized that teachers' beliefs and classroom practice are relevant, key variables in teaching EFL reading skills. Thus, this study is designed to investigate EFL teachers' belief of teaching reading and the extent how beliefs affect practice in the classroom. To this end, five governmental schools at Jimma town and the corresponding EFL teachers of all grade( 9-12) level participants of the present study.

## **1.2. Statement of the Problem**

It has long been recognized that teachers' belief's has a dominant significance to language teaching. The interest of focusing on teachers' belief of teaching reading and as to what extent these belief influence classroom practice is originated from two main motives. In the first place, research on EFL teachers' belief in teaching reading skills and their actual practice is scarce in Ethiopia's context. Furthermore, the present researcher believes that there is incongruence between EFL teachers' belief and what they actually do in the classroom. In my experience as a student and as a teacher tells me that the dominant English language teacher's beliefs to teaching reading in the General Secondary Schools; the reading text has been given to their students and then discuss the answers in the classroom. The teachers do not often give the students the opportunity to discuss the reading tasks in small teams. Instead, they give the gist of the passage without giving the chance to learners to share ideas with each other and discuss the details of the text. The only interaction that occurs in a classroom is when the teacher nominates a student and gives her/ him a turn to answer the teacher's question or when the questions are directed to volunteer students. He didn't use different teaching methods to teach reading. According to Malatesha Joshi, Binks, Hougen (2009) This might be partly due to lack of teachers 'pedagogical knowledge. More recently, teachers and educators realize that educational courses based on the transmission of methods and approaches are expected to play significant role foreign language teaching. In line with this, Woods (1995:1 95) comments:

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

On the other hand, different research findings in the area of reading skill disclosed different things about teachers' beliefs and practice. For example, Chou (2008) asserted that teachers' belief of teaching reading do mismatch with what they actually reflect in the classroom due to various factors, such as background and interest of learners. There is a big gap between what is perceived and what actually happened in the classroom.

Similarly, Habtamu Yirga (2011) recommended that teachers' beliefs and their actual class room practice were inconsistent with their stated beliefs about the strategies. In addition to this, Khonamri and Salimi (2010) in their research work, as cited by King, Shumow, and Lietz's (1900) contend that this is why the relationship between teachers' stated or observed beliefs and their instructional practice have increasingly attracted attention in recent years. On the other hand, Chou (2008) as cited by Khonamri and Salimi (2010) conducted study on the assumption yet teachers are highly influenced by their beliefs he/she investigate the construct of teachers belief's about reading skill among 42 university instructors and explored the degree of discrepancy or circumstance consistence's between teachers belief's about reading and their practical teaching activates in the EFL setting. The finding he/she come up with shows that there were no significance difference between the practipants belief's and their use of each reading approach.

In general the above researchers are focused on the following points. Both the foreign and the local researchers realized that teachers' belief of teaching reading do mismatch with what they actually reflect in the classroom due to various factors, on the other hand, the assumption yet teachers are highly influenced by their beliefs he/she investigate the construct of teachers belief's about reading skill . Their finding come up with shows that there were significance difference between, teachers' beliefs and their actual class room practice were inconsistent with their stated beliefs about the strategies..

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



Thus, it is realized that both are similar in that the previous researchers and the present research intend to fill the gap of what is thought in theory with what is actually happening in the classroom. They have made an effort to crosscheck whether teachers are implementing what they have in mind or doing the vice versa. The main difference that the present researcher has come up with that: The study might add some new knowledge and unfamiliar information. Its research design and organization is qualitative and quantitative case. The previous findings setting is on college and universities whereas, the present research is in secondary school level. The current study is employed in the environment where the researcher has nlll experience about the problem. This is the area that the present thesis study wants to bridge. Thus, it is convincing to investigate the deviation of teachers' belief of teaching reading in actual classroom practices. Therefore, taking into consideration the importance of reading in learners' acadcmic achievement, the role of teachers' beliefs in teaching reading and their classroom practices and scarcity of research in the topic of beliefs of reading tasks, the present study aims at identifying what is their belief on foreign language, how they think reading takes place and their concerns about using reading tasks in the classroom.

Therefore, the present study aims to explore the extent how EFL teachers' beliefs affect their actual practice in teaching reading skills by answering the following basic research questions:

- What is EFL teachers' beliefs towards teaching reading skills?
  - To What extent do EFL teachers' practice of teaching reading skills?
  - What are the challenges that EFL teachers' face in teaching reading skills?
  - What is the relationship between EFL teachers' beliefs and their actual practices in teaching reading skill?
- 1.3. Objectives of the Study

### **1.3.1. General Objective:**

The general objective of this study is to examine EFL teachers' beliefs of teaching reading skill and their actual classroom practices focusing on five Jimma secondary schools .

### **1.3.2. Specific Objectives**

This study specifically attempts to:

- To assess the EFL teachers beliefs towards teaching reaching skills.
- To identify teachers practice of teaching reading skill.
- To find out the callenges that EFL teachers'faced in teaching reading skills.

- To describe the relationship between EFL teachers' beliefs and their actual practices in teaching reading skill.

#### **1.4. Significance of the Study**

The finding of this study used as reference material for other researchers who are engaged in related studies. It also serves for EFL teachers to revise their instruction in their particularly in teaching reading skills. In addition, EFL teachers may use the findings to bridge the gaps between beliefs in teaching reading skills and classroom practices.

On the other hand it is used for the potential effect study results on policy makers, language teachers could be given some rooms to entertain their views and opinions in the process of curriculum revisions and related material development. Curriculum designers and supervisors could have feedback on secondary school English teaching in practical and opinionated forms.

This study significant to students expecting that the quality of reading lessons would be improved because teachers would work better and gradually they will become skilled readers. And also teacher are the other beneficiaries of the study including classroom practitioners. Curriculum developers and syllabus designers professionally will look into their work and make the text book more welcoming concerning reading skill. It is expected that they will see the necessity of incorporating the issue of teachers' belief and their classroom practices in the curriculum in wider context. , this study can also serve as a way in for those who are interested to track their studies in the area.

#### **1.5. Delimitation of the Study**

This study is limited to assess the status of EFL teachers' beliefs and practice in teaching reading skills for the year 2014 E.C And the study focuses on Five governmental Secondary Schools in Jimma town. .

#### **1.6 Limitation of the study**

When the researcher conducted this research, he has got many problems. Among the problems some were mentioned as follows based on their seriousness. Such problems were: The researcher used Classroom observation, interview and questionnaire for gathering data. In conducting this study, as it is customary in other research, the researcher has encountered various constraints. Some respondents were too unwilling to respond to the items of questionnaires and give back to the researcher on time for various reasons. The commonly cited reasons were: time constraints, boredom

in responding to a researcher's questionnaire, time and again the last one might be giving it less attention

Secondly, some respondents were so reluctant to give back the filled questionnaire items on time. The researcher spent longer time until all items were returned. The only option was to entreat such respondents repeatedly until they gave back the filled items of the questionnaire to the researcher. The other constraint was carelessness of some respondents to carefully read and respond especially to the open-ended items of questionnaire properly. Some responses given to the open-ended items were written with scribbled hand writing and consisted of lots of deletions and vaguely written words and sentences that the researcher could not easily figure out what they were meant to.

Third problem was related to the observation sessions. Some teachers cut or missed classes due to their own different valid reasons. As a result, the time allotted for observation session needed to be extended. This in turn, resulted in delaying of distributing the questionnaires, conducting the interview and analyzing the whole raw data according to the schedule set earlier. In order to avoid this problem, the researcher attempted to extend the time for observation session. In addition to the above constraints, there were other drawbacks which troubled the researcher during interview. To begin with, the researcher encountered few teachers who were not willing to be interviewed. Some teachers were found to be resistant not to be interviewed even after agreement ahead of an interview. Though the researcher has attempted to explain the main purpose of the interview, the teachers assumed as if the purpose of the research was to search for weaknesses pertaining to teaching/learning of reading lesson and put them into risky situations.

## 1.7 Operational Definition

- **Teachers'beliefs** According to Johnson (1994), teacher beliefs are of paramount importance because the teachers' way of thinking, acting, and feeling are formed by their beliefs. However, the beliefs that a person holds about something are multi-dimensional.
- **Class room Practices:** Classroom practices: A classroom is a complex culture (Geertz, 1973; Lieberman, 1992) cited in Getachew Asrat (1 996) in which the teachers and students explore, negotiate, and assernble personal knowledge, beliefs, and interpretations of their environments through ongoing epistemological processes .They are based on some logical

system beliefs in which teachers and students perform a sort of actions of education programmes in general or English language to the specific.

- **Reading skill:** reading skills also called reading micro skills or the abilities required for skill full reading, such as, discerning main ideas, understanding sequence, noticing specific details, making inferences, making comparisons, making predictions In second and foreign language instruction, particularly with adults, these skills are sometimes taught separately. Richard and Schmidt, (1985: 444)

## **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

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

### **2.1 The concept of Beliefs**

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

According to Woods (1996) belief refers to: acceptance of a proposition for which there is no conventional knowledge, one that is not demonstrable, and for which there is accepted disagreement. He also states that knowledge, assumptions and beliefs are a part of a single system, where the more belief characteristics that exist, the more we can think of a structure as a belief rather than knowledge. Since, beliefs, assumptions and knowledge are seen not as distinct concepts but as points on a spectrum of meaning (ibid: 1995).

### **2.2 Teachers' belief about reading**

Kagan (1992) defines teachers' beliefs as assumptions about students, classrooms, and the subject matter to be taught which are implied and unconscious. According to Kagan (1992), the actual nature of the education is reflected by teacher's belief. According to Johnson (1994), teacher beliefs are of paramount importance because the teachers' way of thinking, acting, and feeling are formed by their beliefs. However, the beliefs that a person holds about something are multi-dimensional. In other words, so many factors such as teachers' age, experience, family traditions, etc. can be effective in shaping their beliefs. It could thus be argued that these factors might indirectly affect teachers' practice in the classroom. One of the factors thought to be of significance in examining teachers' beliefs and practices is context (Mansour, 2009). Teacher beliefs are also important in evaluating teaching because teachers bring with themselves a set of variables into the classroom such as expectations and mindsets based on which they act (Wan & Low, Li, 2011). Similarly, as Miheala

and Oana (2015) maintain, teachers' thoughts, actions and behaviors can also affect the learners' learning as a result of social, educational, and personal experiences.

On the other hand, the concept of teacher beliefs has been gaining researchers' attention for decades; researchers fail to reach a consensus on its definition (Borg, 2001). Scholars at the early stage did not define teacher beliefs in a clear way; rather, they introduced the concept of teacher beliefs through elaborating on its origins and classifications. For example, Lortie (1975) proposed that teachers' beliefs originate either from their personal experiences as students, or from personal life experiences such as family traditions, values, social interaction, community participation, and so forth.

Clark and Peterson (1986) classified teachers' thought processes into three categories: 1) teacherplanning, 2) teachers' interactive thoughts and decisions, and 3) teachers 'theories and beliefs. Nespor (1987) viewed teacher beliefs as being affective, narrative in nature, and pointed out that the classroom demands the affective and evaluative method of decision-making. Although the study of teacher beliefs was highlighted as a key category, there had been little research about the difference between teacher beliefs and those on other psychological constructs such as teacher knowledge and attitudes in the late 1980s and early 1990s. Therefore, Schulman (1986b) termed this period as "the missing paradigm" (pp. 7-8). Researchers embarked upon studies on teacher cognition, however, their emphasis was restricted only to teachers' decision-making, leaving aside the content knowledge upon which decisions are made (Meloth, Book, Putnam, & Sivan, 1989)

### **2.3 The Relationship of Teachers' Beliefs and Language Practices**

The relationship between beliefs and practice is complex: it appears to be dialectical rather than unilateral, in that practice does not always follow directly from beliefs; and, sometimes, changes in belief may come after, or as a result of, change in practice. In an overview of research on the relationship between teachers' beliefs and practice, Fang (199 ) He points out those researchers have reached varied conclusions about the degree to which teachers' beliefs and practice are consistent. He also points out that in research on reading, a substantial number of studies support the notion that teachers possess theoretical beliefs towards reading; and that such beliefs tend to shape the nature of their teaching (e.g. Harste and Burke, 1977; De Ford, 1985; Richardson et al., 1991).

However, other studies (e.g. Bennett, et al., 1984; Disgorges and Cockburn, 1987) highlight apparent inconsistency between teachers' stated beliefs, intentions, and their observed classroom practice.

Duffy and Anderson, (1984) suggest that although there may be some congruence between practice and beliefs, the relationship is not strong. Pajares (1992, p. 326) warns that regarding teachers' educational beliefs as detached from, and unconnected to, broader belief systems and values, is 'ill-advised and probably unproductive'. Drawing on the work of Munby (1982, p. 216), he suggests that when teachers' beliefs about particular subject are inconsistent with their practice in that area, it may be that different and weightier beliefs are the cause. Pajares argues that it is important to think of connections among beliefs, instead of beliefs as independent sub-systems.

Apparently inconsistent endings can become clearer and more meaningful when educational beliefs are carefully conceptualized, and their implications seen against the background of a broader belief system. It is also important to bear in mind those teachers' beliefs and values are not only individual and personal; they also have a socio-historical dimension, and are shaped, in part, by time, context and circumstance.

Duffy and Anderson (1984) argue that while teachers might be able to articulate their beliefs outside the classroom, their actual practices were often governed by the nature of teaching and classroom life. Fang's review (1996, p. 54) also points out that range of research e.g. .Davis et al., (1993) has shown that differences in the degree of consistency between beliefs and practice also stemmed from the diverse contexts in which teachers worked, and the constraints which these imposed: for example, school climate; or the need to follow national, state and local district policies and mandates.

Fullan and Hargreaves (1994) outline a number of contextual factors which help to shape teachers' beliefs and values In the area of language teaching, teacher belief systems have been examined to see how personal beliefs and knowledge of the pedagogical systems of teaching have informed the instructional practices and decisions of teachers of English as a second language in classroom Borg (2003) and Burns (1996).

In addition, the study of teacher beliefs, form part of the process of understanding how teachers conceptualize their work in the classroom. More or less all scholars agree that the beliefs that teachers hold influence their perceptions and attitudes. In turn, their belief could affect their

classroom practices. Understanding this, teachers should improve their preparation and practices in teaching learning. According to Richards (1998), the ways the teachers learned and taught highly affect their classroom practices rather than the method or approach they were using. Stern (1981:66) further assert that what teachers do is governed by what they think, and those teachers' theories and beliefs serve as " a filter through which a host of instructional judgment and decision are made. "

During the past 25 years or so, teacher education research has made significant stride in studying the complex relationship between teacher beliefs and classroom practices, acknowledging the interactive relationship between them. The issue of consistency and inconsistency of these two, however, is recurring in literature (Fang, 1996). In Knudson's (1998) study, students' practices are very consistent with their theoretical beliefs (see Borg, 2003). Almarza's (1996) study showed that during teaching practice, student teachers drew on different sources of knowledge, which had its origin in the teacher education programmed.

Although all student teachers in his study implemented learned behavior during teaching practice, this may only be some superficial behavior, which may not result from changes in beliefs. Findings from the above studies correspond to other studies in language teaching in that they all show that 'language teachers' classroom practices are shaped by a wide range of interacting and often conflicting factors' (Borg, 2003: 91).

The elaboration of the above empirical studies unravels that many factors can be attributed to the development of EFL teacher beliefs, among which previous experiences about language teaching and learning are of great importance while the influence of the teacher education programme is arguable. Moreover, the relationship between teacher beliefs and classroom practices is an inconclusive issue. Despite many studies in the field, the lack in the exploration of the dynamics of different areas of teachers' beliefs and in the revelation of which kind of beliefs is more prone to change and which not are in great need for further understanding

## **2.4. Understanding Teachers' Belief**

It is agreed that teachers hold different beliefs about their students and teaching. Pajares (1998) reveals that teachers' evaluative constructions have a profound influence on their classroom practices. Educational research has provided rich support to assert that teacher's classroom performance which are determined by their belief system to a substantial degree.



Teachers come to the classroom with their own system of beliefs and, to some extent, these determine many of the choices they make in relation to what and how they teach. He points out, "Individuals are often unwilling or unable to represent their beliefs," in other words; stated beliefs or practices by no means dictate the actual practices in class or spell out their thoughts completely. Studies of teacher beliefs reveal that teachers have beliefs about all aspects of their work. Teacher beliefs refer to teachers' pedagogical beliefs that have great relevance to individual's training.

Calderhead (1996) in Borg (2001) argues that there are five main areas in which teachers have been found to hold significant beliefs including beliefs about learners and learning, teaching, subjects or curriculum, learning to teach, and about the self. He also notes that these five areas are closely related and may well be interconnected. The structure of teachers' beliefs is by no means uniform or simple. According to Pajares (1992) as cited by Abiy (2000) teacher beliefs encompasses belief about students and the learning process, about the role of schools in society, and about teachers themselves. The influence of teachers' pedagogic beliefs on their classroom behaviour, for example, Woods (J 996) study of ESL teachers in North America, and Borg's (J 998) a case study of a practising EFL teacher's beliefs about and knowledge of grammar teaching.

The results of the findings indicate that the teachers' belief and their actual classroom practices become incongruence. Teachers' beliefs about teaching learning affect everything they do in the classroom. Deep-rooted beliefs affect their classroom actions more than a particular methodology they are told to adopt or course-book they follow Williams and Burden (1997: 57). Language teaching and learning have been described in terms of what teachers and students do; in terms of the actions and behaviors which teachers carry out in the classroom and the effects of these on learners Richards and Lockhart (1994).

Teachers' tacit beliefs about teaching and learning constitute the main component of the knowledge base of teaching English as a foreign language EI-Okda (2005) cited in Berhanu (2008). Duffy and Anderson (1986) in their study of eight reading teachers, found that only four of them consistently employed practices that directly reflected their beliefs and Vim (J 993) studied on teachers' expressed belief about the role of grammar in language teaching were not noticeable in their classroom practices cited in Richards (1998)

## **2.5.Theory of Teacher’s cognition and beliefs in teaching reading**

In 1968, Phillip Jackson wrote his masterpiece *Life in Classrooms* to describe and analyze teachers’ mental constructs and cognitive processes, and he believed that these constructs drive teacher behaviors. Afterward, teacher cognition and thought processes began to attract researchers’ attention, particularly for those working in the field of literacy education (Fang, 1996). Since the mid-1970s to early 1980s, the majority of studies was conducted on how teacher thought processes helped teachers plan and manage their classrooms, and assess their students’ understandings (McDonald & Elias, 1976; Schulman, 1986a). Teachers, at this time, viewed instruction as a means to deliver information, and viewed students as persons who decode the information. “Teacher’s responsibility basically ends when they have told students what they must remember to know and do” (Sedlak, 1987, p. 320).

Neither the concept of teacher beliefs nor teacher cognition was highly studied then, because educational research focused more on teaching instead of the teachers. Research during this time confirmed the consistent relationship between teacher beliefs and their actual practices. Brown (1962;) published a series of papers showing that teachers’ beliefs, regardless of philosophic or educational beliefs, are consistently revealed in their actual practices in classrooms.

While philosophical beliefs are more pronounced than the educational ones. Similar to Brown's findings, Harvey and his associates (1964; 1965a; 1965b) found that teachers' belief systems have a positive effect on teachers' behaviors. Gordon and Combs (1969) also identified a series of concepts of the teachers' role, which were related to their actual teaching. The National Institute of Education (1975) reported that teacher behaviors are "directed in no small measure by what they think" (p. 5). Apart from the studies on the relationship between teacher beliefs and practices, research scholars continued to explore the origins of teacher beliefs. Lortie (1975) stated that most teachers' teaching is almost identical to their prior teachers, which is termed as apprenticeship of observation: Teaching is unusual in that those who decide to enter it have had exceptional opportunity to observe members of the occupation at work; unlike most occupations today, the activities of teachers are not shielded from youngsters. Teachers-to-be underestimate the difficulties involved, but this supports the contention that those planning to teach form definite ideas about the nature of the role (p. 65). Zeichner and Tabachnick (1981) agreed with Lortie's explanation, and proposed that the great amount of time that pre-service teachers spend as pupils in the classroom shape their beliefs, which remain latent during formal training in pedagogy at the university. Sequentially, their formed beliefs become major forces when they become in-service teachers in their own classrooms. Based on Jackson (1968), Clark and Peterson (1986) categorized teachers' thought processes into three fundamental types: 1) teacher planning, 2) teachers interactive thoughts and decisions, and 3) teachers' theories and beliefs. Clark and Peterson's work was regarded as a paramount one, at their time (Fang, 1996). For the first time, the topic of teachers' beliefs was formally included as a category in teacher education research. Apart from Clark and Peterson, Munby (1982) had also noted the lack of research on the concept of teacher theories and beliefs. While the studies on the topic were still few, "there was nonetheless sufficient work for it to constitute a distinct category of inquiry in the field of teacher education" (Borg, 2006, p. 17). Clark and Peterson paved the way for their following scholars to explore the field of teacher beliefs a step further.

Towards defining the teachers' beliefs, Pajares (1992) deconstructed the notion into a variety of emphases that deserved scholars' attention to research and examine. In the end, Pajares stated that, "little will have been accomplished if research into educational beliefs fails to provide insights into the relationship between beliefs, on the one hand, and teacher practices, teacher knowledge, and student outcomes on the other" (p. 327).

Empirical studies on language teachers' beliefs began to emerge during this period. The most significant contribution took place in the field of reading/literacy education (Fang, 1996). Harste and Burke (1977) defined reading teachers' theoretical orientations as their belief systems, which may lead teachers to monitor their students' behaviors, and help them make classroom decisions. Reading research also examined how teachers' theoretical orientations affect their ways of perceiving English reading, namely, whether English reading is a bottom-up, top-down, interactive or transactional process (Kinzer, 1988; Kinzer & Carrick, 1986; Konopak et al., 1994; Leu & Kinzer, 1991; Michell, 1991). In addition, Mango and Allen (1986) found that, in terms of teachers' different beliefs about writing, teachers conduct different language arts instruction.

Wing (1989) stated that early childhood teachers' theoretical beliefs influence their ways of teaching, and shape their students' perceptions of reading and writing. Wing's findings are consistent with Kamil and Pearson's (1979) research, which proposed that teachers' theoretical beliefs not only affect classroom instruction, but also exert an impact on students' perceptions of literacy processes. While it was a good starting point for studies on language teachers' beliefs, research on the topic was still flawed in some ways. For one thing, researchers narrowed the definition of teacher beliefs, pairing teacher beliefs only with theoretical orientations; for another, a majority of studies presupposed that there was a unidirectional relationship between language teachers' beliefs and their practices. However, what researchers did was simply testing and concluding the relationship.

## **2.6.Sources of Teachers' Belief**

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

- Formal language learning experience. What teachers believe in one way or another is the reflection of how they themselves were taught. Their past formal experience as a learner is considered as a source of beliefs. Borg (2003) argues that many teachers' beliefs come from personal experiences as a learner.

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

Borg (2003: 10) strongly argues that:

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

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

## **2.7.Theory of Teacher’s cognition and beliefs in teaching reading**

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## **2.8. Teacher's activities during Reading Lesson**

First of all the teacher has the opportunity to put reading on the agenda. This can be done by encouraging pupils to read, helping them select adequate books, and by making time for reading at school. Creative teachers will certainly find numerous ways to promote reading if they want to. In addition to putting reading on the agenda, the teacher functions as a role model. Research shows that pupils read more when they see that other people are reading (Krashen 2004, p. 84). This means that if the teachers read, it sends positive signals to the pupils as well. They will be motivated to read by seeing that others do it, especially if it is a role model.

Reading comprehension strategies employed by teachers in secondary content classes should focus on providing access to content through self-monitored comprehension of read material, additionally, teachers must be certain to be explicit in their instruction and usage of the strategies they chose to utilize to improve comprehension. Meaning that simply providing students with tools such as graphic organizers to fill in or complete is not enough; teachers need to instruct the students about the reason for why the strategy is important and how it can help them understand the material.

Teachers need to tell students why they are doing what they are doing. When students understand the strategies and how they work; they can more readily use those strategies independently in future interactions with content specific texts. Therefore, teachers need to involve their students in discussion of the specifics of the content they are reading and allow them to ask and use content specific vocabulary in discussion. Providing opportunity for students to analyze content specific material in discussion, oral or written, allows them to gain familiarity with the subject matter leading to greater comprehension of content specific material. Teachers need to be cognizant of the idea that students need guidance not only of the material but how to access the material taught in their classroom.



## **CHAPTER THREE: RESEARCH METHODOLOGY**

As the aim of this study is to investigate EFL teachers' belief of teaching reading and their actual classroom practices on teaching reading skills .On the other hand, to assess factors which might hinder teachers to implement their beliefs on teaching reading skill in classroom practices.

### **3.1 Research Design**

The research design helps in providing direction to the computation and interpretation process tarrive at solutions and recommendations (Singh, 2006).In addition to this descriptive servey research design enables the researcher to collect complete and accurate information in the said study; the procedure must be carefully planned. The researcher design must make enough provision for protection against bias and must maximize reliability. It must not be flexible.(Kothari, 2004, p31-32) Based on this, this study employs a descriptive research design on the assumption that it helps to examaine EFL teachers' beliefs and practice of teaching reading skills. qualitative for the class room obervation and interviews, quantitative method for questionaries of data analysis would be used since it is favorable to assess techniques and procedures of teaching reading skills in line with teachers 'beliefes and practice of teaching reading skills.

### **3.2 Study Site**

This study was conducted in secondary schools of Jimma town located in Jimma zone Oromira Regional State hoping that researching into schools' problems could be an effective area of intervention for improving English language teaching and learning process. The schools were selected based on convenience sampling. The schools' geographical proximity and accessibility are considered in selecting the schools.

### **3.3 Source of Data**

The sources of data for the study that the researcher was conducted five secondary schools at Jimma town and eighty EFL teachers in the year 2014/ 2021 would be obtained as primary and secondary source

### 3.4 population of the study

I have selected all grade levels (9-12). Because in this schools one teacher assigned at least two grade levels and I can get reliable information easily. And eighty EFL teachers are conducted from this, Thirtyfive female and fourty five males were taken. Students were not taken. Because the research is mainly focus on teachers'belief and class room practice and due to the limitation of time and budget.

### 3.5 Sampling and sampling Techniques

#### 3.5.1 Sampling

Many scholars define sampling in different ways but have similar implication. For example Singh, (2007) defines sampling like this it is the process of selection of sampling units from the population to estimate population parameters in such a way that the sample truly represents the population. Richards and Schmidt, (1985) . If the researcher tried to show what sampling mean like this, now he is explained what sampling techniques were applied or used in his research as follows:

#### 3.5.2 Sampling techniques

The researcher used comprehensive sampling technique of non-probability sampling technique. Because used to complete treatment of the theory and methodology of sampling in all physical phases and the theory of sample preparation for all major extraction techniques. for using eighty EFL teachers thus, forty five male and thirty five female were participated. More over all grade level (9-12) at five(5) secondary schools in Jimma town were available.

**Table 1: Name of selected secondary schools at Jimma town.**

No	Governmental school	Number of teachers			
		M	F	N	
1.	JIREN SECONDARY SCHOOL	10	8	18	*N=total pop.
2.	GEDA SECONDARY SCHOOL	10	9	19	
3.	SETO-SEMERO SECONDARY SCHOOL	10	7	17	
4.	ABABUNA SECONDARY SCHOOL	8	6	14	
5.	MOLLE MENDERA HIGHSCHOOL	7	5	12	
	TOTAL NUMBER	45	35	80	

### **3.6 Data Gathering Tools**

As Brown, (2001) quoted in Griffee, (2012:128) explained “a data collection instrument can be defined as the means, either physical or nonphysical, by which data is produced”. If we see what data gathering means like this, now we will see which data gathering tools did the researcher use in his research. According to Klieme, & Vieluf,. (2009) the researcher design the questionnaires with some modification regarding to objective and research questions. There are numerous data gathering techniques or tools such as interview, questionnaire, observation, document analysis, tests like criteria referenced and norm referenced and the like. Among these the researcher was used interview, questionnaire and observation because of the following reasons:

#### **3.6.1 Questionnaire**

The purpose of the questionnaire is to generate information from EFL teachers' beliefs of teaching reading skill and their classroom practices. Rae Lan and revised by Oxford (1990) the rationale to adopt a five point Likert scale. This is the most commonly used type of instrument for measuring affective variables such as motivation and self-efficacy, given that they allow researchers to gather large amounts of data with relative ease. Nemoto, & Beglar,. (2014) Although generate more comprehensive responses from the subjects providing them with an opportunity to indicate a range of options. Questionnaire will give attention in discovering the theoretical aspects of EFL teachers' belief of teaching reading. Each item of questionnaire lasted between 15 and 20 minutes. As for the method of data collection, questionnaire will be dispatched to selected teachers to get their competency beliefs in teaching reading skills. The questionnaire has two parts. Both close ended and open ended questions. Closed questions are quick for respondents (which may increase response rate), and the responses to closed questions are easier to code and analyse, which is particularly important if the number of questionnaires collected is quite large. Open questions are useful for collecting more in-depth insights, and allow respondents to use their own language and express their own views. so the researcher used both open and close ended question because the nature of the study is depend on both parts of questionnaire. The first part of the questionnaire is about Teachers' beliefs on the process of teaching reading in class room and has 15 items on the other hand 5 items concerning to Teachers' Personal beliefs regarding in teaching reading and finally 9 items for open ended questions respectively.

### 3.6.2 Interview

Interviewing allow the collection of data in the subjects' own words thereby affording the researcher an opportunity to discover perceptions, interpretations and the meaning which they give to their actions. An interview was administered for six teachers in five secondary schools at Jimma town .Thus four schools each have one interviewe and two interviewe for Geda secondary school because the number of population is highest And the interview has nine items. (for complete information see Appendix B). It was one of the most powerful tools used to understand people's beliefs selected by researcher. The aim of an interview was to find out and strengthen the questiimaire. Not only gathered the information that strengthened the questionnai re on teachers' belief in teaching reading and class room practice. According to Best and Kahn (1998) due to its interactive nature, interviewing has several merits to gather data. Each interview lasted between 20 and 25 minutes. According to Bryman (2006). Structured interviews can be quite similar to questionnaires, except that instead of leaving the respondent to complete and return the questionnaire at their own leisure, the interviewee poses the questions; this is one way of increasing response rate when postal or online questionnaires do not elicit a sufficient response rate.

In unstructured interviews, the interview based on a limited number of topics or issues or prompts, with he emphasis very much being on encouraging the respondent to talk around a theme.On the other hand, Semi-structured interviews take on a variety of different forms, with varying numbers of questions, and varying degrees of adaptation of questions and question order to accommodate the interviewee. Among the three types of interviews,the researcher selected. It was preferable to employ semi-structured interviews since it consisted of specific and defined questions determined beforehand, but at the same time it allowed some elaboration in the questions and answers. Having a rapport helped to bring out detailed information about the teachers' personal beliefs and theories of language learning and teaching; details that might not have been possible to access simply tlough questionnaire and observation.

The aim of an interview was to find out and strengthen the questioimaire. Not only gathered the information that strengthened the questionnaire on teachers' belief in teaching reading crosscheck what were the conflicting points or the beliefs and practices in the questionnaire and observation (what was seen inaction).It was targeted to obtain detail information about the teachers' beliefs of teaching reading and factors that hinder to reflect their beliefs in practices in the class room.

### **3.6.3 Class room Observation**

Studying teachers' and students' belief is a cognitive activity; their beliefs can be inferred from observation of teachers' and students' behaviors. How far they were implementing what they think was known Through this type of instrumentation. Observation gave the researcher looks the opportunity to gather live data from live situations. Merriam (2001) argues that observation is one of the major means to collect data in qualitative research The observation was made while the six participants were teaching in six different sections at least twice.I have selected the participants in purposive sampling method. The purpose of observation in the context of the present study was not to evaluate the teaching reading. Rather, observing the teachers and students in action allowed a means of assessing the extent to which the teachers' and students' beliefs and reported practices corresponded to what actually happened in the classroom. The observation included the lesson plan to what extent the teachers gave emphasis for teaching reading in comparison to the other activities such as to verify to what extent the EFL teachers implement what they have said before in the interview and questionnaire. ,Therefore, after preparing points of observation the researcher followed the observees so as to see if their beliefs were consistent with their classroom reflection. Of course, six of them were thoroughly observed. The discussants also interested to show their lesson plans. In addition to a preparation checklist consisting of items yes I no questions which were filled by to bserver, audio recording and note takings were performed simultaneously by the researcher. The checklist consisting 12 items. During observation the researcher made his own notes and recorded the sound of classroom situations by tape . recorder. This supported to get rich information whether there was divergence or convergence between beliefs which was elicited in questionnaire and interview

### **3.7 Data collection procedure**

First discussion held with the school director and English language teachers of secondary schools to have necessary information that facilitates the study. This enables the researcher to have more experience about the school and the respondents. To elicit the adequate information from the subject of the study, first, the purpose and importance of the research explained to the subject of the study briefly.

The necessary information about the number of teachers in each school and the arrangement of time would be done in collaboration with the school administrators and English language teachers'. The school directors, unit leaders, English department heads and teachers of the respective sections

facilitated the data collection activities. Then the researcher would be administer the data collection through interview and questionnaire. Later, the researcher would be observed the techniques teachers used in the classroom. Finally, the detail information about the techniques teachers beliefs' used to teaching reading in EFL class room practice would be collected using the above-mentioned instruments analyzed and interpreted.

### **3.8 Method of Data Analysis**

The purpose of data analysis was to extract the information pertinent to the research questions (Burns & Grove, 2009), For the purpose of quantitative data analysis, the assistance of a statistician was used. In order to answer the research questions, qualitative and quantitative analysis methods were used .Quantitative data was analyzed by descriptive statistics using Statistical Package for Social Science (SPSS) version 20 software. Frequency tables were used to summarize the respondents profile in the form of percentages. Qualitative data which was collected with the help semi-structure interview were analyzed thematically.

On the other hand the data collected through questionnaire from teachers were tabulated so that the number of respondents along with their percentage in each item was identified and this result was also analyzed qualitatively. In addition regarding to the class room observation The researcher used a systematic observation with tangible reasons and underlined principles The researcher collected both quantitative (questionnaires) and qualitative(interview and class room observation) data by preparing structured observation. The instruments which the researcher used to analysis the data was YES/NO checklist and it interpreted for qualitatively.

### **3.10 Validity and Reliability of the Questionnaire**

According to James (1997) and Manda (2011), reliability and validity of the data collection instruments must be determined before the data gathering method is employed. They further stated that whenever a measuring device is used as part of the data collection process, the validity and reliability of the instruments need to be considered. We should not use a measuring device of a research that is not tested in such away. James (1997) and Manda (2011) stated that validity refers to the degree to which it measures what it is supposed to measure. In this regard, the face and construct validity of an instrument is the most important criterion. In this research, therefore, the face and construct validity was ensured before gathering data. They were checked by other colleagues that are working with the subject matter. James (1997) and Manda (2011) added that once the validity of the

instrument is established, the researcher should ensure its reliability. Therefore, the items in the questionnaires needed to be free of ambiguous words and confusing statements. Thus, the instruments were commented on by colleagues and re-organized accordingly. The reliability of the questionnaires was also computed using Cronbach's Alpha Statistics. The items of the interview were also commented and organized by colleagues to avoid ambiguity and confusion of the instrument. More over, validity is attempt to support the interpretation of the measurement and its connection to the construct will seek professional judgment that there is a plausible connection between the surface features of the measure's content and the constructs as theoretically defined." So the researcher requested five English teachers from Jiren secondary school and the researcher's advisor to read the questionnaire to get suggestions. Then based on the suggestions given, items that seemed to be ambiguous written clearly during the pilot study.

In addition, the questionnaire's reliability, especially their internal consistency was checked through the pilot study. Internal consistency is a measure of reliability of items of a questionnaire which are intended to measure the same construct. The researcher checked if all the items in the teachers' questionnaire could serve the purposes they were meant to serve. Then, the items that would not contribute to the objectives of the questionnaire were discarded. measurement and its connection to the construct will seek professional judgment that there is a plausible connection between the surface features of the measure's content and the constructs as theoretically defined." So the researcher requested five English language MA teachers and then the researcher's advisor to read the questionnaire to get suggestions.

Then based on the suggestions given, items that seemed to be ambiguous were rewritten clearly during the pilot study. to examine and evaluate the content and format of the questionnaire before the final version was distributed among the participants. In addition, the questionnaire's reliability, especially their internal consistency was checked through the pilot study. Internal consistency is a measure of reliability of items of a questionnaire which are intended to measure the same construct. The researcher checked if all the items in the teachers' questionnaire could serve the purposes they were meant to serve. Then, the items that would not contribute to the objectives of the questionnaire were discarded.

### 3.11 Ethical Considerations

The researcher addressed ethical considerations of confidentiality and privacy. A guarantee was given to the respondents that their names should not be revealed in the questionnaire and research report. Moreover, the researcher informed the participants about the purpose, procedures and confirmed that the researcher for the educational research purpose to fulfill his Master's thesis in TEFL. Lastly, the respondents received a verbal description of the study, and consent of respondents was obtained before the survey.

**Table 2 Demographic Characteristics of the Participants**

Items	Variables	Teachers(N=80)	
		Ferequnfy	Percent
Sex	Male	45	68.72%
	Female	35	32.28%
Educational Back ground	Diploma	0	0
	BA/Bed	62	77.5
	MA	18	22.2
	Above MA	0	0
Work experience	5-10	18	22.38
	11-30	32	40.15
	31-40	30	37.45
	Above 40	0	0

Table 2 reveals the summary of the teacher's data related to sex, educational background and work experience respectively. As can be seen from this table, 68.72% of teachers are male and 32.28% are female. Regarding their educational background, 77.5% the teachers are first degree holders while 22.2% have completed their Master's degree. The majority of the teacher, (40.15%) has 11 to 30 years of teaching experience while, (37.45%) of them have 31-40 years of experience. The



remaining three (22.38%) teachers have more than 5-10 years teaching experience. In general, table two reveals as the majority of teachers have good educational background and work experience

## **CHAPTER FOUR: PRESENTATION AND DISCUSSION OF DATA**

This chapter deals with interpretation, analysis as well as discussion of the data gathered from the sample school through various instruments such as questionnaire, interview and classroom observation respectively as it is mentioned in the previous chapter. The objective of this study was identifying the extent of EFL teachers' beliefs towards teaching reading skill. And To examine the extent how EFL teachers' beliefs affect their actual classroom practice. In addition to find out the factors that hinder EFL teachers' practice of teaching reading skills. Lastly, to see the relationship between EFL teachers' beliefs and their actual practices in teaching reading skill. To this end, a descriptive study was employed where the study was involved both Quantitative and qualitative data. The data collected through the above mentioned instruments and presented below, some with tables and other in a narrative form.

### **4.1 Data from the Questionnaire**

The questionnaire had 4 parts. Thus, the first part of the questionnaire treated information background about the samples (see App. A on P.60). The second part of the questionnaire having three response categories (15 items) was about teachers' beliefs on the process of teaching reading in class room. and the third part (5 items) designed to investigate Teachers' Personal beliefs regarding in teaching reading The last part of the questionnaire (10 items) asked open ended questions about EFL teachers' beliefs and actual class room practice. (see App. D.)

#### **4.1.1 Teachers' beliefs on the process of teaching reading skill in class room**

Items 1-15 of the questionnaire were designed to elicit information from EFL teachers about their belief about on the process of teaching reading in the class room replies made to these questions are presented in Table 3 below.

**Table 3 Teachers' beliefs on the process of teaching reading skill in class room**

No	Items	Strongly agree		Agree		Neutral		Disagree		SD		Total		Mean
		F	%	F	%	F	%	F	%	F	%	F	%	
1.	Reading is as important as other skills in foreign language teachers	30	34	25	28	15	18	7	10	7	10	80	100	3.88
2.	Integrate the information in the text with they already know	6	10	9	13	5	8	31	35	29	84	80	100	3.78
3.	I accept as true in employing reading strategies such as scanning and skimming to read language effectively and independently.	22	27	28	33	14	18	8	12	8	10	80	100	3.67
4.	To learn to read students should be encourage to sound out all unknown words	27	32	19	24	12	19	15	18	10	14	80	100	2.63
5.	I believe in motivate learners to do every activities	19	24	28	32	9	12	10	14	14	18	80	100	3.51
6.	I believe in employing teaching reading on phases of reading like pre, while and post reading	7	10	14	17	10	14	22	28	27	31	80	100	3.6
7.	I have in confident to teach reading	31	36	30	35	9	13	3	6	7	10	80	100	3.97

	through predicting new words and silent reading													
8.	I believe in teaching vocabulary through reading	26	30	28	32	6	10	11	16	11	6	80	100	2.4
9.	Reading instruction should always be developed to the whole learners at the same time	31	36	29	34	10	15	5	8	5	7	80	100	3.92
10.	I believe in reading the text aloud for students	25	31	28	33	9	12	9	12	9	12	80	100	2.36
11.	Summarising is important before completing the reading text.	30	35	30	35	9	12	5	8	6	10	80	100	3.92
12.	I believe in explaining the context of the text in detail.	6	9	5	7	12	18	29	34	28	32	80	100	3.85
13.	Asking meaning of new words should be important while teaching reading text.	26	30	29	34	6	10	9	12	10	14	80	100	2.35
14.	I believe in using much time for improving reading skill.	30	35	27	33	8	11	9	12	6	9	80	100	3.78
<b>Grand mean</b>													<b>3.35</b>	

#### 4.1.2 Data Interpretation

As shown Table (1) item number 1, 55% of the respondents indicated their strong agreement about the importance of reading skill since it is one of the four language skills. On the other hand, 20% of the respondents had negative attitude towards reading skills whereas 18 % of them took neutral position regarding their attitude towards reading skills. The second item was about integrating the

information in the text with what they already know. Accordingly, 15 (23%) of the respondents replied that they already know this aspect of teaching reading whereas 31 (35 %) and 29( 34%) of the respondents respectively had less concern about this aspect of reading. Item number 3 of the inventory was intended to elicit data about respondents' beliefs in employing reading strategies (scanning and skimming) in teaching reading to read effectively and independently. Regarding this, 50 (60%) of the respondents agreed that they employ these strategies; on the other hand 14 (18%) had simply ignored the item whereas 16 (22%) the respondents were against the statement implying that they have a negative belief towards using reading strategies effectively. This shows as teachers beliefs were less regarding employing reading strategies in teaching reading skills. As for item number 4, almost half of the respondents 42 (56%) strongly believed that teaching reading encourages to find out all unknown words whereas 25 (32%) of the had negative attitude about this aspect of teaching reading.

As can be seen from table (1) item number 5, most respondents 24 (32%) disagreed strongly regarding motivate learners to guess the meaning of un familiar words. This response is similar with the information obtained through interview. However, 47 (56%) had positive attitude towards this statement, and few of the respondents remained neutral about it. Item number 6 sought to get information about employing teaching reading based on the three phases of reading: pre reading, while reading and post reading. In line with this 4,( 59% )of them replied that they do not go through these stages of reading when they teach reading because they view teaching reading as teaching vocabulary. On the other hand, 21 (27%) respondents agreed strongly showing that they employ the three stages in teaching reading.

Moreover, item number 7 was about teaching reading through predicting new words and silent reading. Pertinent to this, 10(16%) respondents replied that they were strongly disagree about this aspect of teaching reading; the other 71 (61%) of the participants agreed as the have positive attitude about teaching reading through predicting new words whereas the remaining 9(13% )were neutral in their response.

Similarly, in the same table, item number 8, the respondents have reflected their belief regarding the emphasis given to teach vocabulary. Accordingly, 17 (27%) of them showed their disagreement to the statement. However, 54(62%) of the respondents affirmed their agreement to show that they give emphases to vocabulary teaching in reading classes.

Furthermore, in the same table the respondents reflected their belief on in item number 9 whereas 60 (70%) showed their strong agreement. This implies that most teachers didn't teach reading uniformly to all learners at the same time. As indicated in the table above item 10, almost greater half 43 (64%) of the respondents believed in reading the text aloud for students is good. However, very few numbers of the subjects 18 (24%) affirmed their disagreement with this view of teaching reading skills.

With respect to item number 11 which was about summarizing the ideas in a text after they finish reading it, very few 60(70%) of the respondents reacted positively whereas most of them 12 (18%) replied that they have negative attitude regarding this aspect of teaching reading skills. Similarly, item number 13 was about. Explain the context of the text in detail. In their response, 57 (66%)of them highly opposed this issue of teaching reading skills in EFL class. On the other hand, very few respondents 11 (16%) had positive attitude about it. With regard to item number 14, majority of the respondents 55 (64%) showed agreement to affirm that they always ask their students what the idea in the text is about. The remaining 19 (26%) of them rejected this aspect of teaching reading skills. Lastly, concerning to table (1) item 15, more than half respondents 57 (68%) out of the issue that 'the time allocated for reading activities in our schools is not enough' because it takes much time to practice. however 15 (21%) of the respondents reacted "strongly" agree.

#### 4.1.3 Teacher's activities should implement during teaching reading skill

No	Items	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total		Mean
		F	%	F	%	F	%	F	%	F	%	F	%	Mean
1.	Teachers take in to account the needs of learners by including activities that meet their social emotional and academic needs.	29	35	31	36	8	11	5	8	7	10	80	100	3.92

2.	Teachers should interact student's parents and show them how parents can help their students in reading.	4	6	6	9	10	15	29	34	31	36	80	100	3.96
3.	Teaching reading gives equal consideration to the four language skills rather than attention only to productive skill	26	30	29	33	12	17	8	11	5	9	80	100	3.78
4.	Learners interact primarily each other to share their knowledge before teacher's feedback.	19	24	22	26	8	12	16	20	15	18	80	100	3.2
5.	The teacher tries to integrate the reading skills with other language skills	10	15	9	12	6	9	28	33	27	31	80	100	3.66
Grand mean													3.7	

Items 1-5 of the questionnaire were designed to elicit information from EFL teachers about their activities regarding to teaching reading skill replies made to these questions are presented in Table 4 below.

#### **Table 4 Teacher's activities that implement in teaching reading skill**

##### **4.1.3 Data Interpretation**

As can be seen in table 3, five items related to teachers activities regarding to teaching reading skill were provided. Accordingly, As shown Table (3) item number 1, almost more than half of the respondents 60 ( 71%) of the respondents indicated their strong agreement about At the time of teaching reading taking to account the needs of children by including activities that meet their social

emotional and academic needs. On the other hand, very few the respondents 12 (18%) of the respondents had negative attitude towards reading skills whereas 8 (11 %) of them took neutral position regarding their attitude towards the issue. The second item was about hold meetings with parents and shows them how parents can help their students with reading. Accordingly, 10 (15%) of the respondents replied that they already know this aspect of teaching reading whereas 60 (70 %) of the respondents respectively had less concern about student's parents. Furthermore, in the same table the respondents reflected their belief on item 3 which was intended to seek information about giving equal consideration to the four language skills rather than attention only to productive skill in teaching reading. With regard to this, 13(20%), showed their disagreement. However, 55 (60%) of the participants showed agreement to this view of reading while the remaining 12 (17%) were neutral in their response to this aspect of teaching reading skills.

Similarly, item number 4 was about learners should interact primarily with each other rather than with the teacher in EFL teaching classes. In their response, 31 (38%) of them highly opposed this issue of teaching reading skills in EFL class. On the other hand, few respondents 41 (50%) had positive attitude about it. At the end of this table Item 5 of the questionnaire was aimed at integrate the reading skills with other language skills, 19 (27%) of the respondents believed regarding the issues. But almost half of 55(64%) the respondents were strongly disagree the remaining about (9%) were neutral.

#### **4.1.4 Data from open ended qouestionaries**

In this session there are eight items open ended questions were prepared to the respondents. There for, I have interpreted accordingly. According to the respondents have strong belief about teaching reading because; it is the way of getting new information. Also in academic teaching almost all subjects teaching by implementing reading. On the other hand, the respondents' point of view, reading aloud has its own uses. But regarding high school students, reading independently is good for more understand and recognize the text. In addition to this reading aloud is useful for knowing the pronunciation Most respondents said that, there are so many challenges that may face teachers beliefs on teaching reading. Such as back ground of the teacher, salary and other benefit of teachers, lack of students' motivation on learning reading lesson and the absence of up dated training for teachers are the main challenges.



According to the respondents, teachers have their own attitude regarding teaching reading, this is shown by their classroom activities such as discussion, demonstration, and lesson plan preparation. This implies that there is a gap between their beliefs and teaching methodology. In addition to this, the respondents said that to develop students' reading competence, we have to use different techniques such as skimming and scanning, reading stages like pre, while, and post reading. Moreover, the time given for teaching reading lessons is not enough because there are large texts, different reading stages, and the large class size is another problem. On the other hand, the level of students is another impact.

Although, the respondents expressed that there is a relationship among teachers' beliefs and their classroom practice because teachers' attitudes lead them to their classroom implementation. If a teacher believes reading aloud is not important for students, similarly, they did not implement it in the reading class. Since they did not believe, how to implement it in the classroom. Also, the respondents said that it is usual for teachers to teach vocabulary for every reading text. But teaching techniques are different from one teacher to another. Some teach through paragraphs, and others give meanings on synonyms and antonyms and the like.

#### **4.1.5 Summary of Data from Questionnaire**

In general, the results of the questionnaire, which was intended to discover EFL teachers' beliefs in teaching reading skills, revealed that they believed theoretically in the significance and reasons of teaching reading. Furthermore, the respondents replied that they used the strategies of reading. With regard to the teachers' belief of teaching reading, the data indicated that all the participants believed in the activities, such as the significance of teaching reading, integrating teaching reading, the importance of reading as another language skill, and giving emphasis in teaching reading. Reading instruction developed to the whole learners at the same time, as well as summarizing reading text, are some of the ideas shown by the questionnaires. The other section of the inventory was designed to draw information from the participants for what reasons they taught reading. So, the information drawn from the questionnaire indicated that reading aloud has its own uses. But regarding high school students, reading independently is good for more understanding and recognizing the text. On the other hand, challenges that face teachers' beliefs on teaching reading in addition. The time given for teaching reading lessons is not enough because there are large texts, different reading stages, and the large class size is another problem.

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

## **4.2 Data from the interviewes**

### **4.2.1 EFL Teachers' Belief and Practice of Teaching Reading Skills**

The purpose of the interview was to elicit data about teachers' belief in teaching reading and the factors that impede their actual practices. The items in the interviews were designed to verify and strengthen the data obtained through questionnaire. To this effect, the data from the interviews were carefully transcribed and put into meaningful units. Accordingly, an attempt has been made to identify the salient themes which would emerge from teachers' beliefs in teaching reading and the likely factors that hinder their classroom practice. Thus, the data obtained through interview has tried to elicit information relevant to three main themes summarized as follows:

- EFL teachers' awareness about the relationships between their beliefs and the actual classroom practice of teaching reading skills.
- The specific techniques EFL teachers use in teach reading skills and checking students' text comprehension.
- The overall classroom situations and the specific challenges may face on teachers in teaching reading skills.

### **4.2.2 Beliefs about the importance of Teaching Reading as compared to other Skills**

The first question of the interview was intended to draw information from the discussants about EFL teachers' belief of about the importance of teaching reading as compared with teaching other skills. The information drawn from the interviewees revealed that teaching reading is as equally important as other teaching skills. More or less all the discussants of the study have similar beliefs to the importance of teaching reading that they believed teaching reading is as equally important as other skills.

**Teacher A**, for example who has taught EFL for 34 years, strongly agreed in its importance that reading is essential to students' overall academic achievement and involves a structured comprehension process.

Similarly, teacher **B** who has been teaching English for 20 years believed in the significance of teaching reading as other skills. He suggested that

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

#### **4.2.3 EFL teachers' beliefs affect the actual classroom practice of teaching reading.**

In all the schools, the interviewees said that teacher's beliefs affect the actual classroom practice in teaching reading. Beliefs are formed by several different factors that can make them difficult to change such as: a) the experience of teachers; when they were student in their school, b) teacher training; where they got some experiences that can shape their new sets of beliefs and practices considering their teaching and thus can modified their former beliefs, C) The school culture where they work since they are involved the integral part who take the norms and values from the place, and the experience of life and professional development that can overtime modify their beliefs.

#### **4.2.4 The techniques teachers apply to check students' understanding while teaching reading**

Highly experienced teachers from each school were interviewed about their actual classroom practice of checking students' understanding while teaching reading skills. Most interviewees believe that since the level of students differ, it is difficult to checking students' understand on the spot. However, they ask pre, while and post reading questions at different strategies of a reading lesson.

#### **4.2.5 Manage students reading profile to enhance reading skill**

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

teaching reading tasks, however its implementation challenging for some discussant. Teacher C who has been teaching English for 6 years.she replied that...

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

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

#### **4.2.6 Challenges that face on EFL teachers in teaching reading skill**

Most interviewees believe that challenges make them perfect, so during teaching reading there are challenges they face. Teacher C responded as follows.

*“Humm...the main thing is students did not like the reading lesson at all because while they are reading their friends saying something wrong, like murmuring, laughing and disturbing. During this time students afraid and ashamed and totally stop to reading.In addition to this,the time is very limited,most reading texts are very wide to cover through forty minutes.on the other hand the book preparation is difficult and not attract the students.”*

Similarly, teacher E said that

*...even if the students try to reading, the time that given to reading is very little to let more students practice reading.offcourse,there is no specific timethat assign for reading lesson.on the other hand,large class or large number of students isn't easily manage in teaching reading.However, I did not stop to teaching reading...because I thoroughly believe challenges make us perfect.*

#### **4.2.7 Class room situation that suitable for teaching reading skill**

In this item almost half of interviewees had suggested that According to their assumption next to fruit full teaching preparation, the main thing is the class room must be suitable for any activities to teaching reading. But most of the time many schools especially in Jimma there is no reading labs that free from any noises. On the other hand we teachers do not bossier about the noises. Our tension is how the time is end and we would take a rest.

#### **4.2.8 Relationship between teacher's beliefs and actual practice in teaching reading skill**

With regard to this, teacher **F** responded as follows

*...I think there is relationship between teacher's beliefs and actual practice in teaching reading this is described by teacher's role in terms of their experience, teaching methodology, teachers' back ground and personality,from these reason most things refiect at me.even if,teachers know those things already neglect that and they do what they want during the reading lesson.*

On the other hand teacher **E** said that...

*"I hardly believe that there relationship between beliefs and classroom practice. so.I think first what is the tiopic to teaching reading and analyse what teaching method is suitable for the given lesson then after collect materials relevant to the lesson at last come to class room and do every things during the reading lesson.'*

#### **4.2.9 Factors that hinder teachers' beliefs in teaching reading skill**

In this item almost all interviewee had similar idea. He/she came up with the result that shows that teacher's beliefs did not correspond to their actual class room practice. The incongruence between teachers' beliefs and their class room practice is not un expected because of several factors these are shortage of time, Lack of students' motivation, Students come to school without their text books, no teacher's guide book and no English reading lab and difficult of contents.

#### **4.2.10 Summary of Data from Interviews**

From the given interview, it would to conclude that the six EFL teachers had strong beliefs of teaching reading.on the other hand, The class room must be suitable for any activities to teaching reading.most interviewee believe that there is relationship between teacher's beliefs and actual practice in teaching reading this is described by teacher's role in terms of their experience, teaching methodology, teachers' back ground and personality.Although they believed that teaching reading is significant and there are reasons of teaching reading, a variety of factors were seen to affect the formation of beliefs, with the teachers' own learning experiences, materials relevance, time constraint, learners need ,teachers background, being a strong influence.

#### **4.3 Data from Classroom Observations**

To find out teachers actual classroom practices in the features of Promoting Teaching reading observation was conducted using a Checklist that consisted of twelve items with sub points each (See appendix-C P.60)

Robson (2002) further states: "Data from direct observation contrast with and can often usefully match information obtained by virtually any other techniques", to see the real situations in the classroom during English language class, classroom observation was employed. Non participant observer. In this section six consquative high schools were observed. In each high school one teacher selected depending on all grade levels.

The classroom observations, as discussed in chapter three, aimed at getting on the actual Classroom practices of the six EFL teachers. The observation was designed to verify to what extent the EFL teachers implement what they have said before in the interview and questionnaire. In order to investigate this, about 12 items were prepared in the observation checklist and field-notes for the subjects. The items were designed for teachers

In this section six EFL teachers were participated. Each of the six teachers was observed at 6 consquative days only one times. The time given for each days have normally 40 minutes.while presenting different types of reading activities in 6 different sections.

<b>No</b>	<b>Items</b>	<b>Yes</b>	<b>No</b>
1.	Motivating students to find un familiar words from the text		
2.	Summaries the topics after the end of the daily lesson		
3.	Introduce the daily lesson		
4.	Make students to share their experiances each other		
5	Set aside time for silent reading experiances for the learners		
6.	Corrects wrong pronunciation		
7.	Use different reading strategies		

8.	Motivate learners to take part in reading activities		
9.	Initiate the learners to predict about the reading topic		
10.	Have the required materials to teach reading skill		
11.	Makes sure all learners are involved		
12.	Assess students on their reading progress		

**Table 5 Class room observation check list**

In table 5 above, the classroom observation results Item number 1 indicate that very few teachers motivate students to find un familiar words from the others did not do this activity. On the same table item 2 indicate that Summaries the topics after the end of the daily lesson in this issue were implemented. But most teachers didn't implement.

Regarding familiarizes the students with some key terms 3 the observed sessions show that teacher implement familiarized key terms. However ,on the same level 3 in active on this item. Moreover, many teachers and educators were Introduce the daily lesson. On the other hand, a few of them didn't introduce the daily lesson they simply begin the daily lesson. In item 4 most teachers teaches did not make students to share their experiances each other. But some teachers implement such kinds of activities. In addition on the same table item 5 very few teachers Set aside time for silent reading experiences for the learners. On the other hand most teachers did not implement the activities. Regarding Corrects wrong pronunciation most teachers could not implement in their activities. But very little participant implement on their activates. Furthermore, concerning using different reading strategies on Item 7 almost half teachers were emplaned and on the same line the other half teachers didn't implement it. On the other hand, in item 8 Motivate learners to take part in reading activities in this aspect all teachers did not implemented. There for no one remain from this issue.

Moreover, item 9 shows initiate the learners to predict about the reading topics. Regarding this issue more than half implement on their practice but very few teachers were didn't implement. In addition to this, item ten the same table shows that. Totaly all teachers didn't used the required materials for teaching reading skill.

On the other hand, item 11 described that at list one teacher was sure that all learners are involved in the time of the lesson. However most teachers were didn't sure whether their students involved in the lesson or not. Lastly, in the same table item 12 very few teachers assessing the students on their reading progress But most teachers were failed to do so at all.

### **4.3.1 Summary of Data from Observation**

A discrepancy between what teachers thought ought to be done and what they actually performed in the classroom was clearly seen in the data from the observation analysis. relevant questions in the reading text did not given, summerising the daily lesson is not takes place also Make students to share their experiances each other and Set aside time for silent reading experiences were mismanaged. There was no correct studens reading pronunciation introduce the daily iesson and use different reading strategies were observed. Although Motivate learners to take part in reading activities the required materials to teach reading skill were totally mis managed. The field notes and the data drawn from observation check-list indicated that there was apparent divergence between what teachers told they do and what actually observed in the classroom. Perhaps, the possible explanation for the mismatch could be emanated from: their teaching methodology, their dedication to textbook, time constraints, scarcity of textbook, large class, back ground of the teacher and unawareness of their belief with their performance and might be due to their dishonest when they responded to the questionnaire and interview.

### **4.3.2 Discussions**

The purpose of this study was to investigate EFL teachers' beliefs of teaching reading skill and their actual classroom practices focusing on Five Jimma secondary Schools EFL teachers. Its specific concerns were to see assess the EFL teachers beliefs towards teaching reaching skill and idrntify teachers practice of teaching reading skill in addition to this, to find out calling EFL teachers faced in teaching reading skills. As well as to describe the relationship between teachers' beliefs and their actual practices in teaching reading skill. Although, this chapter would taken to present and elaborate on the findings and discuss these issues taking the research questions. The rationale behind this study was as the data from questionnaire and interviews revealed EFL teachers do have a coherent set of beliefs about teaching reading and their beliefs in turn influences classroom practices.



However, the results of this study reflected different picture in practices with what the teachers believed about teaching reading.

Despite the fact that teachers admit that reading is an important skill and that student at Jimma secondary school need to learn properly, an important evident problem is that participants do not seem to share a purpose for teaching reading. Thus, their classroom observation was seen giving emphasis to the other parts of skills rather than teaching reading. They also asserted that one of the centers of their focus teachers had great contribution in motivating students to find unfamiliar words from the text. However, the classroom Observation revealed that they are not concern in motivating students unfamiliar words.

Thus, beliefs and practices were seen inconsistent or divergence in teaching reading for the purpose of motivating students. According to Khonamri and Salim (2010) there is inconsistency between EFL teachers' beliefs and their teaching reading strategies classroom employment. On the other hand, the discussants also replied that they believe in teaching through predicting new words. But, the observation indicated that teaching reading did not through predicting new words. Respondents thoroughly believed weather summaries the topics at the end of the daily lesson. However, in their class room observation were not giving emphasis summarizing topics at the end of the daily lesson another area in this study where inconsistency between beliefs and practices clearly noted was in the teaching reading correct pronunciation and used reading strategies. For the former item, they almost all believed teaching reading regarding the issues. However did not implement different strategies in teaching reading. Although, it was observed that students were pronouncing wrongly. The belief system and practices were completely conflicting in both cases. On the other hand, they strongly believed on the causes of make learners interact primarily with each other, implement silent reading and reading instruction develop to the whole learners at the same time. But the observation indicates that students are passive. they follow instruction only from the teacher. They did not interact and share experience each other. Also students have no time for silent reading. Beside this, teachers did not motivate all learners through the instruction. They follow up only active students. support this idea Gemechis teshome (2011) mentioned in his research there was apparent divergence between what teachers told they do and what actually observed in the classroom.

Several possibilities as to why the teachers were unable to enact their beliefs in their teaching reading were identified. Most interviewee reported that they were expected to work in line with the

textbook. According to them the contents which are included in the reading text are usually irrelevant to students' background. Therefore, they argued that there were factors that impede to apply their beliefs into practices. According to the respondents the main factors that impede to implement their beliefs were: Students' limited knowledge of vocabularies, inappropriate level of text and unfamiliar topic and lack of reading techniques and interest of learning. On the other hand, , shortage of time, the scarcity of textbook, level of students and large class size are the other factors that affect teacher's beliefs. Most of the discussants reported that 40 minutes is not sufficient to teach the three stages of reading. Since the number of textbook distributed to the learners in the class is few, it would be difficult to employ proper way of teaching reading. The respondents claimed that, due to large class size achieving the main purpose of reading is challenging.

The discussants reported that the reading material should be interesting or at least related to the background knowledge of the students. Very few discussants did not like to hide that their awareness about their belief of teaching reading and what actually they practiced in the class is conflicting. They pointed out that teachers' belief could form the basis for the way teachers approach reading instruction as an influential factor. One can deduce from the questionnaire most respondents had less believed in the same context. However they had strong assumption regarding open ended questions. But in the interview part most interviewee responses that EFL teachers have strong belief system about teaching reading. However, there was a divergence between what they believed they do and what actually they implemented. On the other hand, explained the way checking student understanding while teaching reading and also discussed challenges that face during teaching reading. This would pinpoint that teachers had less awareness of their beliefs and their practices.

To wind up, the findings of this case study revealed that there was divergence between what the respondents claimed they do and what actually they implemented, except in a very few instances.

## **CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS**

### **5.1. Summery**

Overall, the findings of this study have shed significant light on the beliefs and practices of reading skill where teachers need urgent help to improve their performance in and out of the classroom. Beliefs are accepted to be difficult to measure though they were measured in this study through a survey supported with semi structured interview, observation and close ended questions.

Thus, it suggested that generalization is impossible and further studies can be conducted to infer teachers' beliefs from the ways in which they act rather than from what they say they believe. Based on the discussions and analyses, we can infer the main areas of the mismatching between teachers' beliefs system of teaching reading and their classroom practices.

The participants had strong belief in teaching reading; however they did not implement their beliefs in actual practices. Their beliefs of teaching reading such as, imploying Strategies of teaching reading, motivating learners in reading practice, implement silent reading, develop reading instruction the whole students at the same time and summerise the daily reading text. and significance of teaching reading as other skills were displayed. How ever, they did not implement in the class room.

On the other hand, As stated in questionnaire and interviews, they believed in teaching reading as important as other skills. Almost all of the respondents believed that they teach reading to develop reading pronunciation, motivate for vocabulary expansion. It was also the belief of the participants to over come students reading progress and employing various reading techniques in each stages of reading tasks. But there were mismatch between their belief and what actualy practice in the class room.

### **5.2. Conclusion**

According to the discussants the source of the divergence between the expressed beliefs and actual practices on the respondents might be originated from the teaching materials, the methodology, the awareness of his/her belief in relation to the practice, the knowledge of the teacher, the need and background experience of learners. inappropriate level of text and unfamiliar topic and lack of reading techniques and interest of learners,.

On the other hand, shortage of time, the scarcity of textbook, level of students and large class size are factors that affect teachers beliefs in teaching reading. perhaps reflect inconsistencies between their own deep seated and the beliefs they preferred in to practice, to be more in line with the curriculum and their understanding or current teaching methodologies. In addition, some callenges that face EFL teachers in teaching reading skill. These are students have afraid of reading, little time for reading and also large class size is another callenges. In short, the discussants accepted the belief principles of teaching reading seen in literature but not exercised.

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

### **5.3. Rcommendation**

Based on the finding of the study, the researcher would like to What EFL teachers do in the classroom as a reflection of what they know and believe and that their knowledge and thinking provide the underlying framework or schemata that guide their classroom actions. On the basis of the findings and conclusion of the study the following recommendations could be forwarded to alleviate the mentioned problems:

- ❖ Teachers should made their maximum efforts to raise their awareness of belief in teaching reading and to modify their beliefs about teaching reading in EFL in particular.
- ❖ EFL teachers are more expected in carrying the responsibility or teaching reading than the learners. Thus, teachers should develop not only strong belief about reading but also its implementation. Since teachers beliefs play such an important role not only in teaching reading but also in real life. They also play an important role in many aspects. So, teachers are advised to exercise their belief in to practices
- ❖ The primary source of teachers' belief is initiating students in the classroom. Therefore, teachers should be a good language teacher in general and teaching of reading in particular who could facilitate students' learning, assess students' levels and adjust accordingly, gain students' interest, entertain students, be creative and interested in teaching, and be open-minded and understanding of the students.

- ❖ In order to bring the expected improvement on our students in terms of reading capacity the teachers not only practice their belief but also should exercise the reading models and stages correctly. This would be highly successful when both the EFL teachers and students achieve their duties and responsibilities in teaching reading.
- ❖ The main reasons of teaching reading are to expand learners' vocabulary, to foster their fluency, to promote their pronunciation and other influential factors. So, teachers should correlate their belief with actual class room practice.
- ❖ Teachers could not be engaged in teaching reading but also how to memorize vocabularies rather teach techniques how to relate with their previous knowledge.
- ❖ Teachers should facilitate the ways that students could enhance their reading ability rather than performing what they have to do.
- ❖ EFL teachers should make an effort not only to balancing their belief with practices but also incorporate reading strategy training into their reading instruction.
- ❖ Finally, the EFL teachers should facilitate ways that can obtain training in teaching reading. To lessen the problem of the mismatch between belief and practices teachers should do more. This is not only the duty of the teacher rather all concerned bodies like language departments, supervisors and other educational experts should organize panel discussions, and seminars on how to correspond teachers' beliefs with class room practice similarly how face challenges in line of teaching reading skill. In addition, educational stockholders should work cooperatively with teachers to help students have good attitudes towards reading skill.
- ❖ As previously, explained the study has given attention to only teaching reading. Thus, it could be impossible to generalize to the other parts of English language teaching and learning. So, it seems successful to pursue similar studies focusing on the other areas of language or the same language in different setting..

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**APPENDIX A**

**JIMMA UNIVERSITY**

**COLLEGE OF SOCIAL SCIENCE AND HUMANITIES**

**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

**MA IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)**

Dear Teachers,

I am Yifredew Melaku Currently, I am undertaking a research entitled “efl teachers’ beliefs and practice of teaching reading skills: secondary school teachers of jimma town in focus.” You are one of the respondents selected to participate on the study. I would like to ask your kindness to assist me in giving correct and complete information your belief and practice of teaching reading skill. Your participation is entirely voluntary and I confirm you that the information you provide will be kept confidential and only used for academic purpose.

Thank you very much for your willingness!

Name of the School

Grade Level.

**Part I Personal Profile**

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

1. Experience in teaching English language in years: I – 5: \_\_\_\_ 6 – 10: \_\_\_\_ 11-15: \_\_ 16-20: \_\_\_\_  
above 21: \_\_\_\_
2. Sex: Male \_\_\_\_ Female \_\_\_\_\_
3. Write your field of study: Major \_\_\_\_\_ Minor \_\_\_\_\_

## Part II Teachers' Belief of Teaching Reading

Direction: Read the following statements regarding your beliefs of teaching reading. And indicate based on the given rating scale.

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

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

**Table 3 Teachers' beliefs on the process of teaching reading skill in class room**

No	Statements	1	2	3	4	5
1	Reading tasks are as important as other skills in foreign language teaching.					
2.	I integrate the information in the text with what they already Know.					
3.	I accept as true in employing reading strategies such as scanning and skimming to read language effectively and independently.					
4	I believe in employing reading strategies such as scanning and skimming to read English language effectively and Independently.					
5	I believe in motivate learners to do every activities					
6	.I believe in employing teaching reading on phases of reading like pre, while and post reading					
7	I have in confident to teach reading through predicting new words and silent reading					
8	I believe in teaching vocabulary through reading					
9	. Reading instruction should always be developed to the whole learners at the same time					

10	I believe in reading the text aloud for students.					
11	. Summerising is importat before completing the reading text.					
	After finishing reading, I can summarize a reading text.					
12	Learners should interact primarily with each other rather than with the teacher in EFL reading class.					
13	Asking meaning of new words should be importat while teaching reading text.					
14.	. When my students read I always ask them what it means.					
15.	I think the time allocated for reading activities in our schools is enough					

**Table 3 Teachers' activities that implement in teaching reading skill**

No	Statement	1	2	3	4	5
1.	Teachers take in to account the needs of learners by including activities that meet their social emotional and academic needs					
2.	Teachers should interact student's parents and show them how parents can help their students in reading.					
3.	Teaching reading gives equal consideration to the four languages skills rather than attention only to productive skill					
4.	Learners interact primarily each other to share their knowledge before teacher's feed back.					
5.	The teacher tries to integrate the reading skills with othe rlanguage skills					

**PART II: DIRECTION PLEASE READ EACH QUESTIONS IN THIS SECTION AND WRITE YOUR VALUABLE ANSWER**

1. What do you think that teaching reading skill in regarding to your beliefs?

Answer: \_\_\_\_\_  
[\_\_\_\_\_

2. Do you allow the learners to read aloud or independently?

Answer: \_\_\_\_\_  
[\_\_\_\_\_

3. What changes in beliefs and practices do teachers attribute to their participation?

Answer: \_\_\_\_\_  
[\_\_\_\_\_

4. What are teachers' beliefs regarding the process of teaching reading and their teaching practices in the classroom?

Answer: \_\_\_\_\_  
[\_\_\_\_\_

5. Based on your experience, what types of activities should be performed in the class room to develop reading competence of the students?

Answer: \_\_\_\_\_  
[\_\_\_\_\_

6. Do you think that the time given for English class room negatively affects teaching reading skill?  
Yes, why? No, why not?

Answer: \_\_\_\_\_  
[\_\_\_\_\_

7. Do you think that is there any relationship between teacher's beliefs and class room practice?

Yes, how? No, why not?

Answer: \_\_\_\_\_

\_\_\_\_\_

8.. Do you think that your class room situation is suitable for teaching reading? Yes, what things are make suitable class room?

Answer: \_\_\_\_\_

\_\_\_\_\_

**APPENDIX B**  
**JIMMA UNIVERSITY**

**COLLEGE OF SOCIAL SCIENCE AND HUMANITIES**

**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

**MA IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)**

**Teachers' Interview**

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

1. What is your beliefs about reading?
2. How much is reading skill is important for students?
3. Do you think reading techniques are significant to teach reading? Why?
- 4 Is teachers' beliefs affect the actual class room practice of teaching reading? How?
5. Do you check students' understanding when you teach reading?
6. Do you manage students reading profile to enhance their reading in your class?
7. What challenge did you face in teaching reading lesson?
8. What factors that affect teachers' beilefs in teaching reading skill ?
9. Do you think that your class room situation is suitable for teaching reading?
- 10.** Do you think that;is there any relation between teacher's beliefs and actual practice in teaching reading?

# APPENDIX C

JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCE AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

MA IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)

## CLASSROOM OBSERVATION CHECKLISTS

Name of School----- Section----- Period-----Observation Day-----

No	The room teacher:	Make tick mark	
		Yes	No
1	Motivating students to find un familiar words from the text		
2	Introduce the daily lesson		
3	Summerise the topics after the end of the daily lesson		
4	Make students to share their experience each other		
5	Set aside time for silent reading experiences for the learners		
6	Corrects wrong pronunciation		
7	Use different reading strategies		
8	motivates learners to take part in reading activities		
9	initiates the learners to predict about the reading		
10	makes sure all students can read		
11	Have the required materials to teach reading skill		
12	Makes sure all learners are involved		
13	Assess students on their reading progress		