

## INVESTIGATING THE RELATIONSHIP BETWEEN TEACHERS' BELIEFS ABOUT READING STRATEGIES AND NEED OF STRATEGIES WITH THEIR CLASSROOM PRACTICES IN SECONDARY SCHOOLS

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***Abstract.** The current study is based on the notion that teachers' classroom practices are influenced by their belief system. The examination explored the convictions of instructors about significance of perusing systems, need of perusing techniques and real classroom hones among 130 optional schools English educators and found the connection between their convictions about methodologies and their classroom rehearses. It is a descriptive study, data were collected through a questionnaire which consists of three parts- the importance of reading strategies, need of strategies and their use in actual classroom by the teachers. Means and Pearson correlation were calculated for finding out the relationship between the variables. The information found that the significance of perusing methodologies in perusing cognizance, the need of techniques in showing perusing, and genuine utilization of systems in down to earth classrooms, are decidedly related. The study recommends understanding and working on the beliefs of English language teachers in secondary schools for successful teaching of English in general and reading strategies in particular.*

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**Keywords:** Teachers' beliefs, reading strategies, classroom practices, teaching of reading in Pakistan.

### Introduction

Teacher are considered as the most important individuals of the community; they facilitate their pupils to take responsibilities on their shoulder and to develop their nation (Drukpa, 2010). There are many factors which have important bearing on the practices of teachers. According to Ibrahim and Amani (2014) beliefs play an important role in the life of every person, teachers teaching practices are also influenced by certain beliefs of

teachers. According to Calderhead (1996) teachers have clearly and readily seen beliefs. Beliefs about teaching reading are no exceptions.

English is taught as a foreign language in Pakistan from primary till grade 12 as compulsory subject. The primary motivation behind training English is to empower understudies to convey in English and enhance aptitudes in English to comprehend other scholastic subjects. These days all curricula from grade 1 till tertiary education are offered in English and this has increased the importance of English.

All skills of English language are considered important but reading is the most important skill; without this skills learners cannot benefit from other subjects. Reading is considered the most important skills not only in English but every language. It offers knowledge and expressions and compositions for language learners (Carrell, 1984). Goodman (1995) called reading “the receptive process of written communication”. Grabe (1991) called reading a dynamic process of comprehension. Reading skills and their uses are needed for effective reading (Garner, 1987)

English language teachers can become effective teachers when they teach language strategies to the students and use strategies for teaching reading skills. Strategies enable the learners to monitor their learning and become independent learners of language (Lessard-Clouston, 1997). Instructors have their very own discernments or convictions about showing perusing procedures. Furthermore, practices of educators are plainly affected by their convictions (Johnson, 1992, Woods, 1996). Fatemeh and Salimi (2010) conveyed an examination to explore the develop of instructors' conviction frameworks about perusing techniques among EFL secondary teachers and they found that educators trust that perusing systems assume an imperative job in perusing appreciation and that in perusing classes it is important to show perusing procedures. The outcomes likewise investigated that there is irregularity between instructors' convictions and their self-announced classroom rehearse because of various reasons. Moreover, numerous different obligations of dialect educators, it is additionally one great nature of English dialect instructors to encourage perusing techniques to understudies with the goal that they wind up viable students (Lessard-Clouston, 1997:3)

Education policy (2006), emphasizes upon reading skills of students and USAID Reading Project Pakistan is also working these days in Pakistan on the reading skills of Teachers in Pakistan. But the beliefs about reading strategies and their effect on practices is least investigated in Pakistan. In

order to make the teachers more efficient in their performance there is a need to explore the beliefs of teachers regarding classroom practices and the teaching of reading strategies.

### **Problem statement**

Research has demonstrated that there is connection among convictions and classroom practices of educators. The ebb and flow look into researched the convictions of auxiliary teachers about need based perusing methodologies for showing perusing, need of perusing procedures and after that found the relationship of convictions with classroom practices of educators while instructing perusing.

### **Objectives**

- 1) To identify the beliefs of high school English language teachers about reading strategies.
- 2) To take a gander at the instructors' convictions about the need of perusing procedures
- 3) To discover the relationship of educators' convictions about perusing methodologies and classroom practices of auxiliary teachers

### **Research Questions**

- 1) What are the convictions of English dialect educators about the significance perusing methodologies?
- 2) What are the convictions about the need of perusing systems for instructing perusing?
- 3) What is the connection between the convictions of educators about perusing techniques and their classroom rehearses?

### **Literature Review**

Beliefs about Strategies and Classroom Practices Calderhead (1996) argues that teachers have beliefs in five chief aspects: convictions with respect to their understudies, the way toward learning and instructing, subjects to educate or the entire educational modules, figuring out how to educate, convictions about themselves and the idea of instructing process. Nespor (1987) trusts that educators' convictions are more compelling than their insight in affecting their practices. Educators are probably going to show the way, they accept. The beliefs of people are lying beyond the control of

individuals. Richardson & Anders (1991) found that beliefs are correlated positively to classroom practices.

Ebrahim, M. Bamanger, and Amani, K. Gashan (2014) found that EFL scholastics trust that the first important routes were to figure the which methods for the equivocal vocabulary, to illuminate vocabulary things and to examine the content, converting into Arabic was the littlest sum utilized methodology. Mehr , Rouhani, Abolfath, Ali,S. K., and Arzoo (2015) investigated into the beliefs of teachers about reading strategies, they found that English language teachers preferred cognitive strategy, metacognitive knowledge and linguistic knowledge.

There are several studies that found consistency in beliefs and practices of academics. For instance, Johnson (1994) opined that there's a connection between instructors' convictions in regards to training their educating hones. They found that instructors' convictions were initially tormented by their own learning encounters after they were students. Wang (2006) surveyed 14 classrooms in China and found consistency in beliefs and practices of teachers. Zheng and Borg (2013) conducted a research on the beliefs of the practical employment of the task based learning of English of 3 secondary school teachers' in their classes. They found teachers practically applied and interpreted the rules of task based learning according to their beliefs.

Then again, there are numerous investigations which have demonstrated irregularity in convictions and practices. As Al-Abdul Kareem (2004) examined Saudi science instructors' convictions about science and science educating. He found that Saudi science educators had faith in request – based convictions about science and training science yet they don't rehearse their convictions. Additionally, Bisland B, O'Connor E and Malow-Iroff, M. (2009) examined showing convictions of social examinations educators in the fundamental cycle in New York and classroom practices of those convictions. The convictions and useful classroom rehearses were explored through individual and gatherings meets and watching instructing hones. The specialists discovered inconsistency in convictions and practices. Disregard (2008) took a gander at connection between educators' convictions and practices, he found that instructors rehearse in the customary strategies, in spite of the fact that they put stock in different methodologies. So also, Khomri and Salim (2010) found no positive connection among's convictions and practices.

### **Models of Reading**

Reading is an important activity in academic life as well as non-academic life. Book is considered the best friend when no one is ready to accompany you. There are various models of reading. Three of them, bottom up, bottom down and interactive models are the major models. In bottom up model the readers develop meanings from letter, words, phrases and sentences. Reader understands them and takes meaning from them (Yorio, 1971). In top- down model the reader comes first. He brings his background knowledge of the topic and interact with the whole text (Smith, 1994). As according to Anderson (1996: 1) reading means an active process wherein the reader and the text interact and gets meanings. Interactive model emphasizes active role of background knowledge and the speedy processing of letter, words and sentences. Meanings from the text are determined on the basis of information obtained from the two sources: text and reader (Hayes, 1997).

### **Reading strategies**

Reading strategies are defined as specific actions taken for enhancing reading skills (Oxford, 1992). O'Malley and Chamot (1990) has given the following strategies which are necessary for readers 1) previewing the main idea, skimming (taking the general idea, scanning (picking specific information), monitoring for comprehension, evaluation, making use of resources, like dictionary, textbooks, deduction, imagery, inferencing, guessing, summarizing, main idea of a lesson and translating foreign language into mother tongue. As per Brantmeier (2002) skimming, checking, speculating, perceiving cognates and word families, perusing for significance, anticipating, enacting general information, making deductions, following references, and isolating primary thoughts from supporting thoughts. Dark colored (1990) offered seeing implications from titles, headings, anticipating, skimming, checking, speculating, and rewording as systems for perusing.

### **Methodology of the Study**

The study used a correlational study design to find out the relationship between beliefs of English teachers about reading teaching strategies, need of teaching reading strategies and self- reported classroom practices of government high schools in Khyber Pakhtunkhwa (KP), Pakistan.

### **Population and Sample**

There are 107 High schools where 190 English teachers in the high schools of District Swat. Primary data were collected from 130 teachers which were randomly selected from the whole population. All the haphazardly chose educators were male, and for a long time they showed English as remote dialect. Their encounters were around 2 to 25 years. All the teachers have master or bachelor degrees in one or other subjects along with professional qualification, bachelor or master degree in education.

### **Data collection instrument**

The current study used the 'Reading Strategies Questionnaire' created by Chou (2008). There are 3 sections (A, B and C) of the survey. Section A) English teacher's beliefs about reading strategies, B) investigates the need of reading strategies and C) explores the classroom practices of English teachers. There are 20 items in each part. The questionnaire uses 5 point Likert Scale. The Cronbach alpha was .76, .80 and .76 for section A, B, C respectively. This is considered as appropriate level. The questionnaire was pilot tested on 30 respondents for the purpose of checking the reliability of the questionnaire. There were technical words (scanning, guessing, skimming, gist) which all teachers did not know without explanation, those technical words were defined for clear understanding. Questionnaire was also validated by 3 persons who are expert in the field.

### **Data Analysis**

Table-1 shows the beliefs of teachers about reading strategies. According to the teachers the two most important teaching strategies were teaching of vocabulary and grammar while the next emphasis was laid on main idea and title. Monitoring reading comprehension and summarizing followed. Translating into Urdu as strategy fell at number 5.

**Table-1**  
Mean and Standard Deviations for every Item

Statement	Mean	SD
1.Vocabulary	3.78	1.36
2.Grammar	3.78	1.24
3. Reading out loud the content	3.27	1.09
4. Interpreting the content into Urdu	3.35	1.23
5. Prior information or foundation learning about the read content	3.27	1.14
6. Understanding the association of every section	3.2	1.23
7. Understanding the kind of the content	3.08	1.15
8. Title	3.43	1.22
9. Speculating the significance of words	3.26	1.22
10. Scanning	3.01	1.21
11. Skimming	3.1	1.05
12. Discovering primary thought	3.43	1.12
13. Summarizing	3.4	1.08
14. Laying out	3.04	1.21
15. Retelling the text	3.12	1.12
16. Anticipating the fundamental thought of the accompanying section	3.41	0.97
17. Checking perusing understanding continually	3.4	1.11
18. Making inquiries to check understanding	1.17	1.17
19. Using word references	3.36	1.15
20. Using visual help	3.08	1.26

Table-2 shows data about the necessity of reading strategies. The two most important teaching theories suggested by the higher secondary school's teachers were teaching of vocabulary and grammar while the rest were ordered as follows: identifying title, teaching students how to find main idea,

summarizing, monitoring comprehension, asking comprehension questions, how to use dictionary and translating into Urdu.

**Table-2:**

Mean, Standard Deviations for every Item within the want of Reading methods in Teaching Practices

Statement	M	SD
1.Teaching vocabulary	3.78	1.36
2. Teaching punctuation	3.65	1.24
3. Asking understudies to perusing resoundingly the content	3.27	1.09
4. Interpreting the content into Urdu	3.35	1.23
5. Activating earlier information or foundation learning	3.27	1.14
6. Teaching the associations of each section	3.2	1.12
7. Teaching the sorts of the content	3.08	1.15
8. Identifying title	3.43	1.17
9. Teaching understudies how to figure the importance of the words	3.26	1.22
10. Teaching understudies how to check data	3.01	1.21
11. Teaching understudies how to skim the section	3.1	1.04
12. Teaching understudies how to discover fundamental thoughts	3.4	1.1
13. Teaching understudies how to abridge	3.4	1.08
14. Teaching understudies how to do plotting	3.0	1.21
15. Asking understudies to retell the content	3.12	1.12
16. Asking understudies to foreseeing the fundamental thought of the section	3.41	0.97
17. Asking understudies to screen perusing perception always	3.36	1.17
18. Asking inquiries to check perception	3.36	1.17
19. Teaching understudies how to utilize word references	3.36	1.15
20. Using visual help	3.08	1.26

Table 3 shows the actual employment of teaching reading strategies in the classroom. The data shows that the most employed strategy was teaching vocabulary and grammar, second, title and main idea, third, asking questions for comprehension, fourth, teaching students how to use dictionaries, fifth,



teachers use translating English into Urdu as a strategy and then teaching students how to find the main idea.

**Table 3:**

Mean and Standard Deviation of the Classroom Practices of Teaching Reading

Statement	M	SD
1. Teaching vocabulary	3.63	1.30
2. Instructing linguistic use	3.31	1.27
3. Asking understudies to perusing resoundingly the content	3.33	1.15
4. Making an interpretation of the content into Urdu	3.38	1.28
5. Initiating earlier learning or foundation information	3.23	1.19
6. Instructing the associations of each passage	3.17	1.21
7. Educating the sorts of the content	3.08	1.14
8. Identifying title	3.35	1.16
9. Showing understudies how to figure the importance of the words	3.00	1.24
10. Showing understudies how to check data	3.26	1.12
11. Showing understudies how to skim the section	2.89	1.12
12. Teaching understudies how to discover primary thoughts	3.39	1.10
13. Teaching understudy show to outline	3.28	1.10
14. Teaching understudies how to do laying out	2.95	1.19
15. Asking understudies to retell the content	3.32	1.12
16. Asking understudies to anticipating the fundamental thought of the accompanying passage	3.18	1.14
17. Asking understudies to screen perusing appreciation always	3.26	1.15
18. Asking inquiries to check appreciation	3.4	1.16
19. Showing understudies how to utilize lexicons	3.4	1.14
20. Using visual help	2.71	1.26

**Table 4:**

Mean, Standard Deviation for each Category in the Importance of Reading Strategies

Statement	Mean	SD
Linguistics (1-3)	10.10	2.45
Translation (1)	3.46	1.19
Conceptually driven basis	13.12	2.59
Cognitive Strategies	25.51	4.39
Metacognitive strategies	7.00	1.74
Aided strategies	6.476	1.72
Overall	65.69	9.31

**Table 5:**

Mean, Standard Deviation for each category in the Necessity of Reading Strategies

Statement	M	SD
Linguistics (1-3)	10.71	2.48
Translation (1)	3.35	1.23
Conceptually driven basis	12.99	2.56
Cognitive Strategies	25.79	4.714
Metacognitive strategies	6.76	1.80
Aided strategies	6.44	1.72

**Table 6:**

Mean, Standard Deviation for each category in the actual Employment of Reading strategies in classroom

Statement	M	SD
Linguistics (1-3)	10.2769	2.38865
Translation (1)	3.3846	1.28428
Conceptually driven basis	12.8538	2.95473
Cognitive Strategies	25.3000	4.47326
Metacognitive strategies	6.6615	1.79385

Aided strategies	6.1154	1.71466
Overall	64.5923	9.33419

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Tables 6 shows mean and standard deviations of the six classifications for the three segments of the survey, i.e., the significance of perusing speculations and methodologies in perusing perception, the need of perusing hypotheses and systems in showing hones, and real work of perusing speculations and techniques in classrooms. The data shows that most of the teachers emphasized on cognitive strategies in the importance, need and employment of strategies. After this they emphasized and used conceptually driven strategies and next comes the strategies based on linguistic related elements.

**Table 7:**  
Correlations between the three Parts of Reading Theories and Strategies

	N	Pearson r	Sig. (2-tailed)
Significance of Theories/Strategies	130	.744***	.000
Need of Theories/Strategies in Teaching	130	.654***	.000
Genuine Employment of Theories/Strategies	130	.641***	.000

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

Table.7, shows the correlation among the three parts by calculating Pearson r. It was found that there was significant correlation between the three parts of reading.

Table 8: Correlation between beliefs and practices

Variables	N	Correlation	significance
Beliefs about reading theories	130	.641**	.000

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

Table.8. showed that there was a significant relationship among the beliefs about teaching reading comprehension of teachers and their actual teaching reading comprehension strategies in classroom.

## Results

1. Data showed that the teachers ranked the strategies according to their importance as under: 1) vocabulary teaching, 2) grammar teaching, 3) main idea and title, 4) Monitoring reading comprehension, 5) summarizing and 6) translating into Urdu as strategy.
2. The data shows that the teachers ranked the strategy according to their needs as follow: 1) vocabulary, 2) grammar, 3) identifying title, 4) teaching students how to find main idea, 5) summarizing, monitoring comprehension, asking comprehension questions, 6) how to use dictionary and 7) translating into Urdu.
3. The teachers ranked the actual use of strategies in classroom as under:  
First, teaching vocabulary, second, asking questions for comprehension, third, use of dictionary, fourth, translating into Urdu, fifth identifying the title, and sixth read aloud.
4. It was discovered that there was critical positive connection among convictions of educators about perusing techniques, need of perusing methodologies and real work of procedures in classroom.
5. The study found significant correlation between beliefs about strategies and classroom practices.

## Discussion

The results of this study extend the findings of Ebrahim and Amani (2014) who explored the beliefs of Saudi, EFL teachers about the significance of teaching English reading strategies and found the influence of beliefs on their classroom teaching practice. The teachers gave first emphasis on guessing meaning, second, explain vocabulary items, third, asking questions for comprehension where translation into Arabic was considered as the least important. They found significant correlation between beliefs and practices. In our study the teachers placed translation at fourth position. It shows that our teachers still like and uses grammar translation method. Our study also corroborates the findings of previous researchers (Chou, 2008; Molly, 2009; Harcarik, 2009; Kuzborska, 2011; Mohamed, 2006; Grabe, 1991); Allan & Bruton, 1998; Alabdulkareem, 2004; Bisland *et al.* 2009); Shun, 2008; Phillips, 2009).

The findings of our investigation are in contrast to the discoveries of Basturkmen, Loewen, and Ellis (2004) who demonstrated conflicting connection among the convictions of EFL educators and their real classroom instruction. Thus, Khonamri and Salim (2010) discovered instructor's convictions don't reflect classroom practices. However, vast majority of research around there demonstrated consistency with the present examination. Johnson (1992), inquired about that there was a critical connection between English as second dialect instructors' convictions and their practices. Smith (1996) reasoned that the choice of educating approaches, learning assignments and educational modules configuration are fundamentally impacted by their convictions by utilizing the approach that fits to their convictions about dialect instructing. Additionally, Chou's (2008) study indicated consistency of relationship among convictions of instructors' and their use of methodology. Kuzborska (2011) also demonstrated positive connection.

### **Conclusion**

1. It is concluded on the basis of the above findings that secondary English language teachers have their own beliefs about reading strategies. They preferred teaching vocabulary and grammar. They also translate English into Urdu. All these are very traditional ways of teaching English which are still practiced in most of the Pakistani schools.
2. There is uncommon utilization of foundation learning and direct technique for educating. There is huge relationship between the convictions and classroom practices of instructors. It shows, like many other studies, that beliefs have relationship with the behavior or practice of teachers. Beliefs of teachers are harbingers of what they will do in the field. Therefore, it is necessary to work on the beliefs of teachers when there is professional development program, curriculum implementation or any innovation in the field of education.

### **Suggestions and Recommendations**

1. It is recommended on the basis of the above conclusions that English teacher need to consider research based approaches towards teaching of reading.

2. Teacher trainers may discuss about beliefs of teachers before giving any training to the teachers about strategies of reading.
3. Curriculum developers may also consider beliefs of teachers about teaching of English. Moreover, teacher education courses should also have content about beliefs of teachers.

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