NON-NATIVE EFL TEACHERS' BELIEFS
ABOUT TEACHING READING

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MA THESIS
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YÜKSEK LİSANS TEZ ÖZÜ

**İNGİLİZCE ÖĞRETMENLERİNİN OKUMA BECERİLERİ
ÖĞRETİMİNE İLİŞKİN İNANIŞLARI**

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Öğretmenlerin sınıf içindeki tutumlarını etkileyen en önemli faktörlerden biri olması sebebiyle öğretmen inanışları son yıllarda yapılan birçok çalışmanın odak noktası haline gelmiştir.

Bu çalışmanın amacı İngilizce öğretmenlerinin okuma becerileri dersinin öğretimine ilişkin inanışlarını ortaya çıkarmak ve okuma becerileri öğretimindeki deneyimlerine göre inanışları arasında anlamlı bir farklılık olup olmadığını araştırmaktır.

Bu çalışmaya Anadolu Üniversitesi Yabancı Diller Yüksekokulu, Temel Yabancı Diller Bölümünde çalışan 95 İngilizce öğretmeni katılmıştır.

Veriler bir anket yoluyla toplanmıştır. Alanyazında çalışmanın amacına hizmet edecek bir anket bulunmadığı için, araştırmacı tarafından geliştirilen bir anket kullanılmıştır. Anket maddelerini oluşturmadaki temel kaynağı hedef kitleyle aynı özellikleri taşıyan bir grup İngilizce öğretmeninin konuyla ilgili açık uçlu bir soruya verdikleri cevaplar, alanyazın ve araştırmacının kendi öğretmenlik deneyimi oluşturmuştur.

Verilerin analizinde sıklık ve yüzde hesaplamalarının yanında, okuma becerileri öğretiminde farklı sürelerde deneyimi olan öğretmenlerin inanışlarının karşılaştırılması için tek-yönlü varyans analizi (one-way ANOVA) kullanılmıştır.

Çalışmanın sonuçları, öğretmenlerin sesli okuma, akıcı okuma, okuma becerileri dersinde anadil kullanımı ve dilbilgisi kurallarının öğretimi ile sınıf dışında okuma konularında farklı inanışlara sahip olduklarını ortaya çıkarmıştır. Okuma becerileri

öğretimindeki deneyimin öğretmenlerin inanışlarında anlamlı bir farklılığa neden olmadığı sonucuna varılmıştır. Çalışmanın sonuçları dikkate alınarak bazı önerilerde bulunulmuştur.

M.A. THESIS ABSTRACT

NON-NATIVE EFL TEACHERS' BELIEFS ABOUT TEACHING READING

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English Language Teaching Program
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Being one of the most important factors that affect the classroom practice, teachers' beliefs have been the focus of research in recent years. Therefore, this study was conducted to determine non-native EFL teachers' beliefs about teaching reading and to investigate whether there were any significant differences in their beliefs with reference to their experience in teaching reading.

The participants of the study were 95 non-native EFL teachers working at Anadolu University School of Foreign Languages, Department of Basic Languages.

The data were collected through a questionnaire which was specifically constructed for this study as there were no questionnaires provided by the literature for this purpose. In determining the items in the questionnaire, responses to an open-ended question given by a group of non-native EFL teachers, the literature and the researchers own experience were used as the main source.

The data analysis was done through calculating frequencies and percentages. One-way ANOVA tests were also computed for the comparison of the beliefs of teachers with varying amount of experience in teaching reading.

The results of the study indicated that teachers had different beliefs about reading aloud, fluent reading, L1 use and focus on grammar in the reading class, and extensive reading. It was concluded by the analysis of the data that teachers' experience in teaching reading did not have a significant effect on their beliefs about teaching reading in general. Considering the results of the present study, some implications were made.

JÜRİ VE ENSTİTÜ ONAYI

Hüsamettin GÜLER'in "NON-NATIVE EFL TEACHERS' BELIEFS ABOUT TEACHING READING" başlıklı tezi … / … / ……. tarihinde, aşağıda belirtilen jüri üyeleri tarafından Anadolu Üniversitesi Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliğinin ilgili maddeleri uyarınca İngiliz Dili Eğitimi Anabilim Dalında Yüksek Lisans tezi olarak değerlendirilerek kabul edilmiştir.

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CHAPTER 1

INTRODUCTION

Whatever one believes to be true either is true
or becomes true in one's mind.- John C. Lilly

1.1. Background to the Study

Teachers' beliefs have been a focus of educational research in recent years. They first attracted attention with Jackson's (1968) book, *Life in the Classroom,* which described the intricacy about the connection of teachers' beliefs and pedagogical practice (cited in Cummins, Cheek, and Lindsey, 2004). Following Jackson's book, the study of teachers' beliefs has appealed many researchers in various areas; such as, science, mathematics, literature, bilingual instruction, discipline and student control in the classroom, and history as cited by many researchers (e.g., Cummins et al, 2004; Hall, 2004; Kagan, 1992; Borg, 2003a). The teaching of first and second or foreign language is also one of those areas in which studying teachers' beliefs has received a great interest. An important reason for this interest is the important role of beliefs on teachers' decisions related to instructional practices (Borg, 2003a).

Beliefs influence an individual's behavior (Borg, 2001, 2005; Eisenhart et al, 1988 as cited in Farrell & Particia, 2005) and they play an influential role in one's personal and professional life, which means that one appraises and accepts or rejects new information according to his/her beliefs (Nespor, 1987; Schoenfeld, 1983; as cited in Borg, 2005). Beliefs are also assumed to be the best pointers of individuals' decisions which they make throughout their lives (Bandura, 1986; Dewey, 1933; Nisbett & Ross, 1980; Rokeach, 1968; as cited in Pajares, 1992). Thus, teachers' beliefs affect the way they interpret events about teaching and their teaching decisions as well (Woods, 1996). In other words, what teachers do in the classroom is a reflection of their beliefs which function like a filter and that instructional judgments and decisions are made through this filter (Shavelson and Stern, 1981 as cited in Farrell & Particia, 2005).

Research on teachers' beliefs generally highlights similar issues in terms of the assumptions they are based on and in terms of their results. Johnson (1994:349) indicates that educational research on teachers' beliefs share three basic assumptions: (1) Teachers' beliefs influence perception and judgment. (2) Teachers' beliefs play a role in how information on teaching is translated into classroom practices. (3) Understanding teachers' beliefs is essential to improving teaching practices and teacher education programs (cited in Farrell & Particia 2005). Research has shown that in spite of the variety in focus in the studies of teachers' beliefs, the results are consistent in terms of two generalizations: teachers' beliefs are stable and resistant to change (Brousseau, Book, & Byers, 1988; Herrmann & Duffy, 1989) and a teacher's beliefs tend to be connected with an identical style of teaching which is often apparent across different classes and grade levels (Evertson & Weade, 1989; Martin; 1989 as cited in Kagan, 1992). The assumptions and, as Kagan (1992) notes, the generalizations derived from empirical studies about teachers' beliefs serve as a mirror to why 'teachers' beliefs' is needed to be studied and how important it is to study teachers' beliefs.

Teachers' beliefs have also been recognized by researchers in terms of their role on teacher change. According to Richards (2001:41) teacher change can refer to many things such as 'knowledge, beliefs, attitudes, understanding, self-awareness, and teaching practices'. The assumptions about the nature of teacher change are: "teachers' beliefs play a central role in the process of teacher development; changes in teachers' practices are the result of changes in teachers' beliefs; and the notion of teacher change is multidimensional and is triggered both by personal factors as well as by the professional contexts in which teachers work" (Richards, 2001:41). From these assumptions, it can be seen that teachers' beliefs have an important role in the process of teacher change. Richards further asserts that in order to understand how teachers conceive their work, their beliefs should be studied, and he quotes Clark and Peterson's (cited in Richards, 2001:2) propositions:

- The most resilient or "core" teachers' beliefs are formed on the basis of teachers' own schooling as young students while observing teachers who taught them. …
- If teacher actually try out a particular innovation which does not initially conform to their prior beliefs or principles and the innovation proves helpful or successful, then

accommodation of an alternative belief or principle is more possible than in any other circumstance.

- For the novice teacher, classroom experience and day to day interaction with colleagues has the potential to influence particular relationships among beliefs and principles…

- Professional development which engages teachers in a direct exploration of their beliefs and principles may provide the opportunity for greater self-awareness through reflection and critical questioning as starting points for later adaptation.

- The teacher's conceptualization of, for example, language, learning, and teaching are situated within that person's wider belief system concerning such issues as human nature, culture, society, education and so on.

Although beliefs have been considered to be resistant to change, when the aforementioned propositions are carefully interpreted, it can be said that under certain conditions teachers' beliefs are likely to change. Especially when the changes in student learning outcomes are evidenced, changes in teachers' beliefs can be expected (Guskey, 1986 as cited in Sato and Kleinsasser, 2004). In fact, there is an interactive relationship between beliefs and practices; while beliefs are thought to guide actions, experiences and reflection on action have the potential to change beliefs and/or add more to them (Richardson, 1996 as cited in Sato and Kleinsasser, 2004).

Two special forms of teacher beliefs are proposed in the literature using a 'reductionist strategy': teachers' sense of self-efficacy and content-specific beliefs (Kagan, 1992:67). The former, as Kagan defines it, refers to a teacher's anticipation about the ability of teachers to influence learners, and also the teacher's beliefs about his/her own ability to fulfill certain professional tasks. Classroom behaviors such as praising the students, insisting on studying with low achievers, being task oriented, being enthusiastic, and accepting student opinion are all related to a teacher's sense of self-efficacy. Content-specific beliefs, on the other hand, refers to 'a teacher's orientation to specific academic content', which includes his/her beliefs about appropriate teaching activities, goals, forms of assessment, and the nature of student learning (Grossman, Wilson, & Shulman, 1989 as cited in Kagan, 1992:67). The concern of the present study is the teachers' content specific beliefs.

Within language teaching, as stated earlier, the study of teachers' beliefs and their effects on classroom practice has been a 'central concern' (Borg, 2003b:96).

Research has shifted from trying to understand what learners' beliefs about the language to what teachers believe about teaching as it has been realized that the teacher is the key factor in language teaching. It has been acknowledged that teachers are "active, thinking, decision-makers whose instructional decisions are powerfully influenced by their *beliefs* about teaching and learning (Borg, 1999:20).

In spite of the increase in research about second/foreign language teachers' beliefs in recent years, studies of teachers' beliefs about teaching reading have been scarce. Thus, the present study will focus on teachers' beliefs about teaching reading in foreign language education. Reading, specifically literacy in one's native language, is now seen 'as necessary for improving earning potential and quality of life' (Grabe & Stoller, 2002:1). Considering the amount of time needed for the development of first language (L1) reading, one can easily say that at least twice as much time and effort is needed to develop foreign language reading proficiency. Grabe and Stoller (2002:2) claim that with the spread of English as a global language and as the 'language of science, technology and advanced research', many people need to be proficient second language readers in order to achieve their goals. At this point, the role of teachers in teaching reading gains importance. However, very little is known about teachers' beliefs related to reading which might affect their decisions in the classroom. In order to be able to improve the quality of teaching practices of reading teachers, their beliefs about teaching reading need to be studied.

1.2. Statement of the Problem

Anadolu University School of Foreign Languages (AUSFL), Department of Basic Languages has followed a skill-based EFL instruction since it was founded in 1998. Since the curriculum renewal process started in 2003, some changes have been made in the program in order to provide the university students with a better EFL instruction. In terms of reading skill, goals and objectives have been determined and a new set of textbook has been chosen. Considering the notion that no particular textbook is perfect on its own, some in-house materials have been developed by the instructors. These materials include some additional activities about the skills and strategies in reading which are considered necessary to be taught by the instructors. Another change that has been made is the integration of extensive reading in reading instruction.

Despite all the changes that have been made in reading instruction, the fact that there are over 50 reading instructors teaching over 60 classes each term has made it difficult to have similar reading instruction in the program. The need for similar instruction is mainly a result of common goals and objectives set for the reading classes through the curriculum renewal process in the program. Additionally, students take the same achievement tests across each level in the program through the year and a final test at the end of the year.

Another point is that every year and each term the teachers who are assigned to teach reading classes by the administration are likely to change and these teachers' previous experiences in teaching reading vary from 'no experience' to 'a lot of experience'. All these instructors are to follow the same syllabus and use the same book and supplementary materials within the same level. However, this does not mean that teachers teach these materials in the same way. One may say that this is natural as each teacher has his/her own individual teaching style; nonetheless, the extract below, which was uttered by a student, shows the degree of possible differences in the way each class receives reading instruction.

> In the first term, our reading teacher was just translating the sentences into Turkish and
> we were able to understand the text better. Why can't we do it that way this term?

It is probable that this student's former reading teacher had a belief that it was not possible to have his/her students comprehend a text without translating the text into Turkish, or he/she might have believed that students need to understand every word in a text, which in turn affected his/her practice in the classroom. Furthermore, it has been observed in weekly skill meetings that reading teachers have had different orientations to the teaching of certain points in the textbooks or course packs being used in the program.

Moreover, teacher beliefs can influence curriculum decisions and if the teachers do not agree with or do not understand the goals of the new curricula, it is difficult to achieve an aim of improving teaching practices (Schmidt & Kennedy, n.d.). Therefore, in addition to the studies done through the curriculum renewal process at AUSFL, there is a need to determine teachers' beliefs about teaching reading, considering the effect of teachers' beliefs on classroom practice, which is discussed above. With these points in

mind, the present study aims at exploring the teachers' beliefs about teaching reading at AUSFL.

1.3. Aim of the Study

Considering the importance of teachers' beliefs in their instructional practices and the requirements of the program at Anadolu University School of Foreign Languages, this study aims to explore the teachers' beliefs about teaching reading at this program. Another aim of this study is to determine whether teachers' beliefs about teaching reading differ with reference to their experience in teaching reading. In the same line, raising teachers' awareness about their beliefs and how their beliefs are similar to or different from what their colleagues believe is aimed at.

Thus, the present study is designed and conducted for descriptive purposes. In order to achieve this, teachers' beliefs were gathered via conducting a questionnaire.

1.4. Research Questions

The study aims to answer the following research questions:

1. What are the non-native EFL teachers' beliefs about teaching reading at Anadolu University School of Foreign Languages, Department of Basic Languages?

2. Does the previous experience in teaching the reading skill make any difference in terms of the teachers' beliefs about teaching reading?

1.5. Definition of Key Terms

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

Teachers' beliefs: The information, attitudes, values, expectations, theories, and assumptions about teaching and learning that teachers build up over time and bring with them to the classroom (Richards, 1998).

CHAPTER 2
REVIEW OF THE LITERATURE

2.1. Definition and Nature of Beliefs

Defining beliefs has been difficult since the time of ancient Greek philosophers (Murphy et al, 2004). The difficulty in defining beliefs might be explained by the variety of fields in which they have been studied (Eisenhart, Shrum, Harding, and Cuthbert, 1988 as cited in Pajares, 1992). As beliefs are studied in various fields, it has been problematic for researchers to adopt a particular 'working definition' for beliefs (Pajares, 1992:313).

Suggesting that beliefs have an effect on our perception of reality and have a role of guiding our thoughts and behaviors, Eisenhart et al (1988:54) define belief simply as: "An attitude consistently applied to an activity" (cited in Farrell & Particia, 2005). In an attempt to define the term *belief*, Borg (2001:186) reviews definitions of belief and comes up with her own definition. As a result of analysis and synthesis of other definitions, she concludes that "…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". This definition of belief suggests that a person may or may not be aware of his belief. Moreover, it is asserted by this definition that a belief includes a judgment and accepted to be accurate by the individual who holds it and that it controls the decisions and actions made by the individual.

According to Rokeach (1968:113, as cited in Pajares, 1992), who defines beliefs as "any simple proposition, conscious or unconscious, inferred from what a person says or does, capable of being preceded by the phrase, 'I believe that …'", beliefs may be 'descriptive' (It is time for the meeting), 'evaluative' (I am not in favor of using this method), or 'prescriptive' (I must be home before it is late, or my parents will not let me in); however, in most beliefs one can find elements of each.

Pajares (1992:309) indicates that defining beliefs is a 'game of player's choice' and further states:

> They travel in disguise and often under alias—attitudes, values, judgments, axioms, opinions, ideology, perceptions, conceptions, conceptual systems, preconceptions, dispositions, implicit theories, explicit theories, personal theories, internal mental processes, action strategies, rules of practice, practical principles, perspectives, repertories of understanding, and social strategy, to name but a few that can be found in the literature.

The most significant obstacle in defining beliefs is distinguishing beliefs from knowledge (Alexander et al, 1998 as cited in Murphy et al, 2004). According to Pajares (1992:311), "beliefs are drawn from judgment and evaluation, whereas knowledge is directly related to objective and verifiable fact". He cites Nespor's (1987) claim asserting that beliefs are more affective than knowledge in terms of understanding "how individuals organize and define tasks and problems and are stronger predictors of behavior" (p.311). However, it is not clearly asserted in the literature that there is a clear distinction between knowledge and beliefs. Upon discussing the differences between knowledge systems and belief systems Abelson (1979, as cited in Woods, 1996:72), indicates the following differences:

1. Belief systems are non-consensual: not everybody agrees on the belief, and there is an acceptance of alternative beliefs around the same issue;
2. Belief systems often include a notion of 'existence', that something exists;
3. Belief systems are highly evaluative: states are considered as being good or bad;
4. Belief systems contain a high degree of episodic (anecdotal) material;
5. Belief systems have differing degrees of strength (i.e. strong beliefs);
6. Belief systems have unclear boundaries and a high degree of overlap with beliefs in other areas.

Woods points out from Abelson's discussion that no qualitative distinction can be made between knowledge and beliefs.

Pajares (1992:324-326), reviewing the literature on beliefs, presents his findings as follows:

1. Beliefs are formed early and tend to self-perpetuate, preserving even against contradictions caused by reason, time, schooling, and experience.

2. Individuals develop a belief system that houses all the beliefs acquired through the process of cultural transmission.

3. The belief system has an adaptive function in helping individuals define and understand the world and themselves.

4. Knowledge and beliefs are inextricably intertwined, but the potent affective, evaluative, and episodic nature of beliefs makes them a filter through which new phenomena are interpreted.

5. Thought processes may well be precursors to and creators of belief, but the filtering effect of the belief structures ultimately screens, redefines, distorts, or reshapes subsequent thinking and information processing.

6. Epistemological beliefs play a key role in knowledge interpretation and cognitive monitoring.

7. Beliefs are prioritized according to their connections or relationship to other belief or other cognitive and affective structures. Apparent inconsistencies may be explained by exploring the functional connections and centrality of the beliefs.

8. Belief substructures, such as educational beliefs, must be understood in terms of their connections not only to each other, but also to other, perhaps more central, beliefs in the system. Psychologists usually refer to these substructures as attitudes and values.

9. By their very nature and origin, some beliefs are more incontrovertible than others.

10. The earlier a belief is incorporated into the belief structure, the more difficult it is to alter.

11. Belief change during adulthood is a relatively rare phenomenon, the most common cause being a conversion form one authority to another or a gestalt shift. Individuals tend to hold on to beliefs based on incorrect or incomplete knowledge, even after scientifically correct explanations are presented to them.

12. Beliefs are instrumental in defining tasks and selecting the cognitive tools with which to interpret, plan, and make decisions regarding such tasks; hence, they play a critical role in defining behavior and organizing knowledge and information.

13. Beliefs strongly influence perception, but they can be an unreliable guide to the nature of reality.

14. Individuals' beliefs strongly affect their behavior.

15. Beliefs must be inferred, and this inference must take into account the congruence among individuals' belief statements, the intentionality to behave in a predisposed manner, and the behavior related to the belief in question.

16. Beliefs about teaching are well established by the time a student gets to college.

2.2. Teachers' Beliefs

The term teachers' beliefs is especially a "provocative form of personal knowledge" which is usually defined as "pre- or in-service teachers' implicit assumptions about students, learning, and the subject matter to be taught" (Kagan, 1992:65-66). Borg (2001:187), likewise, suggests that *teachers' beliefs* is a term which refers to "teachers' pedagogic beliefs". Richards (1998:66-67), on the other hand, defines teachers' beliefs more comprehensively as "… the information, attitudes, values, expectations, theories, and assumptions about teaching and learning that teachers build up over time and bring with them to the classroom" and further states that "teacher beliefs form a structured set of principles that are derived from experience, school practice, personality, education theory, reading, and other sources". Teachers' beliefs are also called preconceptions and implicit theories, whose use is not congruent with what textbooks and professors say because they "tend to be eclectic aggregations of cause-effect propositions from many sources, rules of thumb, generalizations drawn from personal experience, beliefs, values, biases, and prejudices" (Clark, 1988:5; as cited in Pajares, 1992). The definitions of teachers' beliefs above, although somewhat differ in wording, focus mainly on what thought processes teachers have about teaching.

Although it has been studied for over two decades, there is confusion over defining teachers' beliefs, which mainly results from the confusion in defining beliefs in general. The difference between knowledge and beliefs in general has also been discussed in the literature in connection with teachers' knowledge and beliefs. Woods (1996) focuses on the distinction between teachers' knowledge and beliefs, which he calls as "not tenable". Woods (1996:194) states:

> In many cases it cannot be clearly determined whether the interpretations of the events are based on what the teacher knows, what the teacher believes, or what the teacher believes s/he knows. For example, a teacher who knows/believes that students don't like to work in groups may interpret a particular case of students' groans at the suggestion of taking up the homework in groups as being caused by students' attitudes about group work rather than their particular mood that day, or the effects of the class party previous evening. This event is remembered by the teacher not simply as groans, but in terms of his assumptions about what caused the groans, and is stored as a further abstracted or generalized item of knowledge/belief. From this perspective, it is hard to distinguish between background knowledge structures and belief systems.

Furthermore, Woods claims that the terms knowledge, assumptions and beliefs do not refer to "distinct concepts" (p.195) and that these terms overlap with each other. Similarly, Murphy (2000) points out that exploring the relationship between knowledge and beliefs and regarding beliefs as a form of knowledge would provide a better understanding by referring to Kagan's (1992) argument that most of a teacher's professional knowledge can be considered more accurately as belief.

The confusion over defining teachers' beliefs in the literature have led some researchers (e.g., Borg 1999; 2003a; 2003b; Woods 1996) use the term *teacher cognition* to refer to what teachers know, believe, and think for what is known as teachers' beliefs. Borg (2003a) cites many studies about teachers' beliefs (e.g., Burgess & Etherington 2002; Brown & McGannon 1998; Burns 1992; Cabaroglu 2000; Collie Graden 1996; Farrell 1999; Johnson 1994; Peacock 2001) under the heading of teacher cognition. According to Borg (2003a:81), the most important questions that have been addressed in teacher cognition research include:

What do teachers have cognitions about?
How do these cognitions develop?
How do they interact with teacher learning?
How do they interact with classroom practice?

Teachers' beliefs affect the acceptance and comprehension of approaches, techniques; and activities and these beliefs about teaching, learners, or a teacher's role lead teachers in their practice (Donaghue, 2003). Teachers have significant beliefs in five main areas concerning the teaching process. These areas are beliefs about learners and learning, beliefs about teaching, beliefs about subject, beliefs about learning to teach, and beliefs about self and the teaching role. Different beliefs held by teachers result in different types of classroom activities and teaching techniques (Calderhead 1996, as cited in Lan, 2004).

2.3. Research on Teachers' Beliefs

As stated earlier, teachers' beliefs have been studied in various teaching contexts, including pre-service and in-service settings, at different levels (e.g.

kindergarten, elementary, high school, and university) and about a wide range of subjects (Borg, 1999), some examples of which are mathematics, science, statistics, history and English (as first or second/foreign language). Specific aspects of the aforementioned subjects have also been studied with respect to teachers' beliefs. Kagan (1992) cites examples of these studies as addition and subtraction, discipline and student control, how to teach graphing; and Borg (1999, 2003a) cites studies on lesson planning, children's school readiness, vocabulary, writing, grammar, and reading. In the following part of this section, studies on teachers' beliefs related to second/foreign language teaching will be presented.

Some studies concerning teachers' beliefs focused on the beliefs about second/foreign language teaching in general. Among the researchers who attempted to study second or foreign language in-service teachers' beliefs about teaching was Woods (1996), who attempted to study the relationships between teachers' beliefs, planning and decision making processes and classroom practice. The participants of his study were eight teachers, who were all experienced ESL teachers, at four different university settings in east-central Canada. The data were collected through ethnographic interviews, observations, video-based recall, lesson plans, teachers' logs, and rough notes. According to the findings of the longitudinal study, one of the factors influencing teachers' decisions and their practices in the classroom, among many others, was teachers' beliefs. The difficulty in distinguishing beliefs from knowledge, which is discussed above, led him propose the notion of BAK, which referred to beliefs, assumptions, and knowledge. Depending on one participant's statements, Woods described how a teacher's BAK evolves over time by *early language learning experiences, early teaching experiences, later language learning and teaching experiences,* and *current teaching experiences*. As for the role of teachers' beliefs in their interpretive processes, Woods stated that teachers' beliefs had an effect on the interpretation of classroom events, the curriculum and the students, textbook approaches, theoretical and pedagogical concepts, and approaches to planning.

Another study investigated two high school teachers' beliefs about EFL teaching in Taiwan and how their beliefs influenced their classroom practices (Yi, 2004). The data were collected by individual interviews, through which the participants were asked open-ended questions, and classroom observations. The results of the study revealed

that the two teachers held completely different beliefs about EFL teaching. The teachers were not directly asked what methods they adopted in their classes, but their answers to the interview questions showed that one of them applied Communicative Language Teaching, while the other's beliefs were consonant with Grammar-translation Method and Audio-lingual Method. It was found that their classroom practices were highly consistent with the beliefs they held about EFL teaching. One of them tried to provide a 'beneficial environment' (Yi, 2004:53) for the students by focusing on all four language skills and by providing contexts which were natural for language use. The other teacher, on the other hand, stressed patterns and drills in terms of repetition, had his students read aloud, and also had his students translate Chinese sentences into English.

In addition to the studies conducted on teachers' beliefs about second/foreign language teaching in general, some studies aimed at investigating teachers' beliefs about certain teaching methods or specific language areas or skills. Chou (n.d.) conducted a qualitative study to explore three experienced EFL teachers' beliefs from two Asian countries about communicative language teaching (CLT). The study also aimed to find out where the participants' beliefs came from and whether the beliefs they held influenced their classroom practices. The data were collected through semi-structured interviews. The results of this study indicated that all teachers had positive beliefs about CLT. Although they had difficulties within their contexts, such as textbook selection by the school administration, exam requirements, and students' proficiency level, they all tried to apply their own models of CLT. The most important beliefs that the participants held about CLT were authentic materials, meaningful language learning, and learner centeredness. Chou quotes Richards and Lockhart's (1986) assertion, in relation with the participants' using their own models of CLT, that the system of teachers' beliefs are grounded on the goals, values, and beliefs teachers have about the content and process of teaching, how they understand the system in which they work, and their roles in that system. Another finding of the study was that the participants' beliefs about CLT came from their personal learning experiences, observation of their teachers, training, teaching practice, and their values for students, which all influenced their classroom practices.

Farrell and Particia (2005) conducted a case study on two experienced primary school teachers' beliefs and their practices about grammar teaching. In order to collect

the data, the researchers used a pre-study interview, non-participatory observations of the teachers' classes with pre-lesson and post-lesson interviews, and a collection of random samples of their students' written work. They found that both teachers believed grammar was important and it had to be taught and both teachers reported that drilling was a useful tool in teaching grammar. In addition, for both teachers teaching language structures was what grammar involved and students needed to know grammar rules and how to use them in their writing. Another point which the two teachers agreed on was that the use of approaches to grammar teaching depended on the students' proficiency level. The two teachers had different beliefs on one point. One of the teachers believed that grammar should be taught explicitly, while the other believed it should be taught implicitly. When their classroom practices were observed, it was seen that teaching practices of one teacher were completely consistent with her beliefs. The other teacher, on the other hand, although consistent with most of her beliefs in her practices, used both explicit and implicit grammar teaching, which the researchers consider as divergence from what she believed.

Kamijo (2004) carried out a study with two experienced EFL teachers, who were native speakers of English, on their beliefs and error correction behavior in grammar lessons. Kamijo collected the data through semi-structured interviews, classroom observations, and discourse analysis of classroom interaction over a six-week period. The results revealed that one of the teachers believed self-initiated correction was essential for learning new language structures and the distribution of error correction type he used (elicitation: 69.7%, recast: 18.6%, and explicit error correction: 11.6%) mostly supported his belief. In another lesson, the same teacher needed to use recast and explicit error correction more as he believed that elicitation would not work well for the learner. The other teacher believed that in order to decrease the pressure level and foster the learner's language production teacher-guided error correction (recast) would especially be useful in smaller classes, and the distribution of error correction type he used in the classroom (71.4% recast, 20% elicitation, 8.5% explicit error correction) was consistent with what he believed. However, in another lesson the second teacher was observed to use recast less (27.7%) and elicitation more (58.3%), which was again a result of his belief being flexible was beneficial for the learners especially when the difficulty level was taken into account. Kamijo concluded that the participants' beliefs

were consistent with what research in second language acquisition suggested about error correction.

Another study investigated eight teachers' beliefs about course planning in writing instruction and the effect their beliefs had on their course planning in an EFL context (Lan, 2004). The researcher aimed to determine the teachers' beliefs by using semi-structured interviewing. The analysis of the data showed that the participants' beliefs about writing instruction had been shaped by three major elements which were (a) conceptual frameworks for teaching, (b) teacher roles, and (c) knowledge about learners. Their beliefs about course planning in writing instruction, on the other hand, was formed by six major elements which were (a) textbook-oriented contexts, (b) learner-centered goals, (c) learner-centered activities, (d) learner centered materials, (e) practice-oriented assignment, and (f) instructional constraints. It was concluded in the study that the participants' beliefs about course planning were a result of their beliefs about writing instruction and their beliefs strongly influenced their teaching behaviors.

2.4. Teaching Reading and Teachers' Beliefs

Reading is one of the most important and complex skills to develop a strong second language fluency in because the reader does not have a control on the message or language used and there are no chances of asking for clarification or extra information. In order to help students to make progress in reading instruction, teachers have to understand how reading works. This is the only way teachers can make effective decisions about reading instruction (Grabe, 2002).

2.4.1. Reading Process

There has been opposing views on the nature of the reading process in the literature (Sallı, 2004). Zakaluk (1996) presents two contradicting views based on the discussion in the literature: reading is a passive skill as readers only decode what is printed and reading is an active skill in which readers actively use their existing knowledge in order to get the message from the text (cited in Sallı, 2004). Grabe & Stoller (2001) state that to understand reading it is a good way to consider what is required for fluent reading. Fluent readers "read rapidly, recognize words rapidly and automatically, draw on a very large vocabulary store, integrate text information with

their own knowledge, recognize the purpose(s) for reading, comprehend the text as necessary, shift purpose to read strategically, use strategies to monitor comprehension, recognize and repair miscomprehension, and read critically and evaluate information" (Grabe & Stoller, 2001:188). Thus, the processes involved in fluent reading are "rapid, efficient, interactive, strategic, flexible, evaluating, purposeful, comprehending, learning, and linguistic" (Grabe & Stoller, 2002:17). Depending on the processes involved in fluent reading, it can be argued that reading is an active skill.

In their comprehensive book, *Teaching and Researching Reading*, Grabe & Stoller (2002) discuss the "processes that are activated when we read" (p.20). They divide these processes into two: lower-level processes and higher-level processes. Lower-level processes include *lexical access*, or rapid and automatic word recognition; *syntactic parsing*, i.e. reader's ability to take in and process words as larger units of structure; *semantic proposition formation*, the process of combining word meanings and structural information into basic clause-level meaning units; and *working memory activation*, the activation of short-term memory (pp.18-24). Higher-level processes, on the other hand, include *text model of comprehension*, *situation model of reader interpretation*, *background knowledge use and inferencing*, and *executive control processing*. Text model of reading comprehension is the integration of clause-level meaning units to form a general meaning of the text. A network of ideas is formed through this way and the ideas that are repeated in some way in the text remain active, while the ones which are no longer repeated or referred to lose their active role in the network. While the reader is building a text model of reading comprehension, s/he begins to create a situational model which merges background knowledge, feelings, attitudes, motivation, goals, task, and author, i.e. the situation model of reader interpretation. The third component of higher-level processing, background knowledge use and inferencing, has an important role in creating a situational model as the reader depends on his/her knowledge and inferences to make interpretations. Finally, executive control processing involves abilities like monitoring, comprehending, fixing problems of comprehension, using the necessary strategies, and reevaluating and reestablishing goals during the construction of text model and situational model (Grabe & Stoller, 2002).

In addition to fluent reading abilities, general models of reading need to be considered to understand the reading process. In the literature, there are basically three models of reading: bottom-up models, top-down models, and interactive models.

2.4.1.1. Bottom-up model

In *bottom-up model* the reader works out every letter and word and every sentence structure to build up a meaning (Grabe & Stoller, 2002; Nuttall, 1996; Brown, 2001; Hudson, 1998; Nunan, 1999). Bottom-up model involves lower-level processes such as word recognition and syntactic parsing (Grabe & Stoller, 2002) and the reader's using the words and structures needed correctly to get the meaning in the text (Zakaluk, 1996, as cited in Sallı, 2004). Bottom-up model is also known as "data driven" (Silberstein, 1994) because the reader uses the "incoming data" to make meaning (p.7). Nuttall (1996) compares this process with a scientist examining a tiny part of the landscape using a magnifying glass, which means that in order to understand the whole there is an attempt to understand the smallest parts of the whole.

2.4.1.2. Top-down model

Top-down model, which is also known as "knowledge-based or conceptually driven information processing", on the other hand, is the reader's using his/her background knowledge to make predictions about a text (Silberstein, 1994:7). In this model, the reader uses his/her intelligence and experience to understand a text (Nuttall, 1996; Brown, 2001) and has some goals and expectations which may be "created by a general monitoring mechanism" and background knowledge, as well as inferencing, is an important component of top-down processing (Grabe & Stoller, 2002:32). Nuttall's (1996) example of top-down processing is that of an eagle's eye view of the landscape. Seeing a wide area from a great height, an eagle can understand the nature of the terrain better than an observer on the ground.

Background knowledge is an essential component of top-down model of reading and is often referred to as schema. It is a 'mental structure' which does not have any relation with any 'particular experience', but 'derives from all the particular experiences' one has had (Nuttall, 1996, p.7). According to Nuttall (1996), schema is a structure because it is organized and it has a relationship between its components. There

are two kinds of schemata: content schemata and formal schemata. The former is the knowledge about the world, people, culture, and the universe, while the latter explains the knowledge about discourse structure (Silberstein, 1994; Brown, 2001). The importance of schemata in reading comprehension has been stated by many researchers. In Clarke and Silberstein's (1977:136-137) words:

> Research has shown that reading is only incidentally visual. More information is contributed by the reader than by the print on the page. That is, readers understand what they read because they are able to take the stimulus beyond its graphic representation and assign it membership to an appropriate group of concepts already stored in their memories. … Skill in reading depends on the efficient interaction between linguistic knowledge and knowledge of the world (cited in Brown, 2001).

It is clear that it would be quite difficult for a reader to comprehend a text without any background knowledge.

2.4.1.3. Interactive model

Finally, combining the useful ideas from bottom-up model with those from top-down model constitutes the interactive model of reading (Grabe & Stoller, 2002). Silberstein (1987) also mentions the rationale that interactive reading model is a combination of bottom-up and top-down reading models, in which readers both decode the information in the text and make guesses about it by using both linguistic knowledge and background information at the same time (cited in Sallı, 2004). In other words, reading is considered as 'bidirectional in nature', which involves the application of both higher order mental processes and background information and the text processing as well (Hudson, 1998). As both bottom-up and top-down processes of reading are important, more recent research on teaching reading emphasizes the use of interactive reading model in successful teaching methodology (Brown, 2001).

2.4.2. Approaches to Teaching Reading

In second or foreign language reading classrooms it is possible to see different teaching methodology although superficially any reading classroom looks the same (Bamford and Day, 1998). Bamford and Day mention four distinctive approaches to

teaching reading: grammar-translation, comprehension questions, skills and strategies, and extensive reading.

2.4.2.1. Grammar-translation

Especially in foreign language teaching environments less importance is attributed to the oral language, which means that teaching the foreign language is considered as synonymous to teaching the reading of that particular foreign language. A way to study the foreign language in this approach is teaching to read the texts which are written in the foreign language by means of translating them into the native language. A typical foreign language reading classroom in which a grammar-translation approach to teaching is adopted often takes the following form:

- The teacher reads aloud a reading text in the foreign language and the students follow in their books at the same time;
- Following the first step, the teacher reads aloud the text sentence by sentence, and after the teacher, students read each sentence aloud.
- What follows is an oral word-by-word, sentence-by-sentence translation of the text into the native language by students.

In grammar-translation approach the meaning of the reading passage as a whole is not taken into account, but rather sentence-level meaning is emphasized (Bamford and Day, 1998).

2.4.2.2. Comprehension questions and language work

Another approach to the teaching of foreign language reading revolves around a textbook which contains reading passages short enough for the students to read word-by-word. These texts display the use of foreign language vocabulary and grammar structures and comprehension questions to be answered and exercises to be done follow these texts. A typical foreign language reading classroom which adopts comprehension questions approach takes the following form:

- The text which is going to be read is introduced and any new vocabulary is pre-taught by the teacher.
- The reading of the text and the comprehension questions which follow are assigned to students as homework.

- Students read aloud the text and the teacher corrects any pronunciation mistakes in the next class, which is followed by students' answering the comprehension questions and studying grammar structures and vocabulary.

Similar to the grammar-translation approach, the teaching foreign language is through using language exercise and texts which exemplify points of language (Bamford and Day, 1998).

2.4.2.3. Skills and strategies

The third approach to teaching foreign language reading emphasizes fluent reading skills and the strategies which are used to comprehend a text. A typical classroom takes the following form:

- The teacher, first, provides students with or stimulates any background information needed for the comprehension of the text in order prepare students to read, which may include the pre-teaching of some vocabulary items in the text.
- Then, students read the text silently with two or three questions in mind, which they are to answer.
- Preferably in pairs or in small groups, the students share their answers.
- Finally, the students go through a variety of tasks and exercises which require an understanding of the whole text and using certain reading skills and strategies, such as finding the main idea, making inferences, and guessing the meaning from context (Bamford and Day, 1998).

2.4.2.4. Extensive reading

Extensive reading is the last of four approaches to teaching foreign language reading. The aim of this approach is to make readers 'willing and able readers in the second or foreign language'. The characteristics of this approach are:

- Students read books or some other material on their own, at their own speed and for their own purposes primarily for homework.
- Students' aim in reading is pleasure, getting information, or general understanding.
- Students themselves choose the texts they are going to read.

- The teacher's role is to encourage students and counsel them individually.
- The texts are authentic (involve natural discourse).
- Students either answer a few questions or write a report or a diary about the text they have read as post reading activities.
- Extensive reading can also be done in class with the teacher's guidance or as sustained silent reading (Bamford and Day, 1998:126).

Although presented as four different approaches to teaching reading, it is possible to see the integration of all in a reading class. Bamford and Day (1998), too, focus on this point by stating that a reading textbook which is based on grammar-translation approach or strategy instruction may well include comprehension questions and language work exercises or that a textbook may highlight skills and strategies together with an extensive reading component. In addition, they point out that both grammar-translation and comprehension questions approaches to teaching reading are used in certain cultures with the aim of preparing students for national and/or international examinations; however, there has been a rapid increase in the adoption of skills and strategies approach. The reasons behind the increase in the use of skills and strategies approach are (a) the improvement in students reading skills and the teaching of strategic reading help students comprehend all passages (not just particular texts being studied on as in grammar-translation and comprehension questions approach); (b) it aims at activating students' background knowledge and introducing and practicing suitable reading strategies in order to help students interact with the text, which is consistent with the theories accepting reading as an interactive process (Bamford and Day, 1998). Having touched upon the reading process and approaches to teaching foreign language reading, the following parts will cover some issues related to teaching reading.

2.4.3. Reading Strategy Training

Strategies are specific "attacks" that learners use when they experience problems in learning a second/foreign language (Brown, 1994). According to Oxford (1990:8) learning strategies are "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, and more transferable to new situations".

Reading strategies, in particular, are "the comprehension processes that readers use in order to make sense of what they read" (Brantmeier, 2002:1) and these strategies include "guessing word meanings from context and evaluating those guesses, recognizing cognates and word families, skimming, scanning, reading for meaning, predicting, activating general knowledge, making inferences, following references, and separating main ideas from supporting details" (Barnett, 1988). Research on the reading strategies of native English language speakers has revealed that good readers are more aware of the strategies they employ, they are better at monitoring their comprehension, and they are more flexible and efficient in using strategies when compared to poor readers (Pressley and Afflerbach, 1995; as cited in Farrell, 2001).

The assumption that the use of appropriate strategies helps learners to improve themselves and that teaching strategies to unsuccessful learners improve their learning have led researchers to focus on strategy training (Dansereau, 1985; Weinstein & Underwood, 1985 as cited in Song, 1998). Song (1998), citing from many researchers, states that students can be taught reading strategies and when they are taught these strategies, their performance on comprehension and recall improves. Sallı (2002) points out that the common point among the results of the studies about reading strategy training is even beginning learners should be taught strategies in order to improve their reading comprehension and reading performance.

Winograd and Hare (1988) propose five prerequisites for teachers to incorporate in successful strategy training:

1. Describe the strategy that the students are going to learn.
2. Explain why the strategy is important and remind students about the benefits of strategy use. (If teachers teach L2 learners strategies without direct explanation explicit teacher modeling for a short period, it is unlikely to have long-term effect on students and therefore it is unlikely to help them develop as strategic readers.)
3. Demonstrate how to use the strategy effectively, for example by modeling it. (Janzen and Stoller (1998) maintain that strategy instruction involves the teacher reading and thinking out loud, and also modeling strategic reading behavior.)
4. Point out to the students when and where a strategy should be used.
5. Teach students how they can evaluate their successful (or unsuccessful) use of the strategy (cited in Farrell, 2001:633).

Winograd and Hare's propositions emphasize that strategy training should be explicit and that teacher modeling is an appropriate way to teach reading strategies. In addition, developing students' awareness about the benefit of using strategies and how to use strategies are highlighted. It is also suggested in the literature that strategy training should be implicit for students to digest strategies and in that way a long-term retention is provided (Chamot & O'Maley, 1987, Oxford, 1990, O'Maley & Chamot, 1990 as cited in Sallı, 2002).

2.4.4. The Reading Material

One of the issues pertinent to the reading material is authenticity. Authentic material in general refers to "…language where no concessions are made to foreign speakers. It is normal, natural language used by native – competent – speakers of a language" (Harmer, 2001:205). Authentic texts are natural because they are produced with the aim of fulfilling a social purpose in the target language community (Little et al. 1988 as cited in Guariento and Morley, 2001). As students have to try hard to understand when they "come into contact with the 'real' language", it can be argued that authentic reading texts should be used in class (Harmer, 2001:205).

Authentic texts have a function of motivating students (Nuttall, 1996; Guariento and Morley, 2001; Peacock, 1997) because they make the students feel that they are learning the real language with materials which the target community uses (Guariento and Morley, 2001) in the real world. Peacock (1997), citing from Little, Dewitt, and Singleton (1989), points out that authentic texts make learners closer to the target language culture, by providing more enjoyable and therefore more motivating learning. Only few authors argue that authentic materials are de-motivating for the learner because they are too difficult (Peacock, 1997). Harmer (2001), too, emphasizes that authentic texts may be de-motivating for students if they are too difficult, but he suggests that authentic texts will prove useful even with students in low levels provided that such materials are carefully selected and appropriate tasks to go with them are designed.

Nuttall (1996) draws attention to some risks in the simplification of reading texts. She claims that simplified or composed texts lack qualities such as coherence and clear organization which learners need in order to make meaning out of a text.

According to her, simplification process may produce unnatural texts which only present the language and convey little or no real message. Nuttall further asserts, however, that linguistically difficult texts may result in the use of translation or teacher intervention, in which case they are not suitable for developing most reading skills. Therefore, she suggests exploiting such texts with appropriate tasks or if it is really necessary, simplifying them by removing obstacles to understanding.

Another point about reading materials that should be noted involves the selection of these materials. Day (1994), stating that selection of appropriate reading passages is one of the most complex tasks for the EFL reading teacher, presents seven factors involved in this process: interest, exploitability, readability, topic, political appropriateness, cultural suitability, and appearance.

Day (1994) suggests that the most important factor in selecting a reading passage is interest and with its direct relation to students' motivation, interesting reading material is a way to achieve the goals of a reading class. Nuttall (1996:179) focuses on the 'new information' in order for a text to be interesting for the students. The amount of new information should be reasonable as either too much new information or very little of it will de-motivate or bore students (Day, 1994). Harmer (2001), also, highlights the importance of interesting reading passages and creating interest about the topic before students read it by pre-reading activities, such as showing a picture for prediction, asking them to guess what they are going to read providing some words or phrases from the text, or having them to look at headlines or captions.

Exploitability refers to a text's allowing the teacher to accomplish the aims of the reading lesson (Day, 1994); not every text, though, may be appropriate to do certain exercises and activities. According to Nuttall (1996:171) exploitation is 'facilitation of learning' and it is the most important criterion after interest. She states that when a teacher exploits a text, she makes use of it to develop students reading competence.

The next factor involved in choosing a reading text is readability, which mainly refers to lexical and syntactic appropriateness (Carrell, 1987; Nuttall, 1996). In terms of lexical appropriateness, it is suggested that the new vocabulary in a reading text should be less than three percent of the whole (Nuttall, 1996), especially when the primary aim is reading rather than vocabulary development (Day, 1994). The students' reading abilities should also be taken into account; if their proficiency level is high, more new

lexical items can be included (Day, 1994). Syntactic appropriateness, on the other hand, deals with the grammatical constructions in a reading passage. Students may have difficulty in understanding what they read if the passage includes grammatical structures they do not know (Day, 1994). In addition to lexical and syntactic appropriateness, text length is another issue of readability. Generally, it is believed that a longer text is more difficult to understand. Supporting this view, Terzi (1984) has found that longer texts require a more intense interaction, which requires high sensitivity to the linguistic elements of the written language (cited in Mehrpour and Riazi, 2004). Day (1994) points out that the length of the reading text generally depends on the objectives of the reading lesson.

Another point in selecting a reading text is the topic. Day cites Krashen (1981) and Dubin's (1986) claim that reading more in depth on a subject will be beneficial for learners. However, Harmer (2001) and Nuttall (1996) argue to vary topics and text types according to the students' needs and interests in order to make sure that students experience an appropriate range of topics and text types.

By political appropriateness and cultural suitability, it is meant to be cautious about certain politically and culturally sensitive issues while choosing reading texts. The last factor, appearance, involves the layout, type size and font which may affect the comprehension positively or negatively (Day, 1994).

2.4.5. The Role of Extensive Reading

One of the current issues in pedagogical research on reading is the role of extensive reading (Brown, 2001). Extensive reading was first applied to foreign language pedagogy by Harold Palmer (Kelly, 1969; cited in Day and Bamford, 1998) and was defined as rapid reading in which the focus was on the content rather than the language (Kelly, 1921/1964; cited in Day and Bamford, 1998). Extensive reading is now called *pleasure reading* or *free voluntary reading* by Krashen and his colleagues (Day and Bamford, 1998) and *sustained silent reading* by Grabe and Stoller (2002) to refer to extensive reading done in class. Day and Bamford (1998) emphasize the difficulty in finding a name that is acceptable by everyone and state that understanding the characteristics of successful extensive reading programs is more useful. According to them these characteristics are:

- Students read as much as possible, perhaps in and definitely out of the classroom.
- A variety of materials on a wide range of topics is available ….
- Students read what they want to read and have the freedom to stop reading the material that fails to interest them.
- The purposes of reading are usually related to pleasure, information, and general understanding.
- Reading is its own reward.
- Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar. Dictionaries are rarely used….
- Reading is individual and silent….
- Reading speed is usually faster rather than slower as students read books and other material they find easily understandable.
- Teachers … guide students in getting the most out of the program.
- The teacher is a role model of a reader for students…. (p. 7-8)

Many researchers emphasize the positive effect of extensive reading on reading ability, vocabulary, spelling, writing, (e.g., Krashen, 1993; Bamford, 1998; Ono, Day and Harch, 2004) and overall language proficiency (Green and Oxford, 1995; cited in Brown, 2001). Ono et al (2004) further state that the best effect of extensive reading on students is that they both develop positive attitudes towards reading in English and become more motivated to study reading. In spite of the fact that reading for fun and general comprehension can help learners develop their identification and interpretation skills (Silberstein, 1994) and make a great difference in students' reading development in the process of time, many teachers abandon it as a part of their curriculum before they see its real effect (Grabe & Stoller, 2002). Nuttall (1996), explaining the importance of extensive reading, quotes the slogan:

The best way to improve your knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensively in it.

Similarly, Davis (1995) suggests that any classroom which lacks an extensive reading program will be a poor one and will fail to develop its students' language proficiency, whereas a classroom with such a program will make its students positive

about reading, help them improve their comprehension skills and develop a wide range of active and passive vocabulary (cited in Harmer, 2001).

2.4.6. Studies on Teachers' Beliefs about Teaching Reading

Much of the research on teachers' beliefs about reading instruction has been conducted primarily in L1 settings. Cummins et al.'s (2004) review of the literature presents much of this research. For instance, upon observing six kindergarten classrooms for 169 hours Putnam (1983) found that three teachers applied an approach congruent with the bottom-up view of reading, while the other three teachers' approach was consistent with the top-down view of reading. The former group of teachers focused more on subskills such as auditory and visual sound discrimination, letter naming and sound-symbol correspondence. The teachers in the latter group, in contrast, highlighted the creation of an environment for the students to read books and respond to them with discussions, art projects and drama. Likewise, Gove (1981) investigated primary school teachers' beliefs about reading instruction and found that teachers who had a bottom-up belief system emphasized decoding skills and those who had a top-down belief system focused on higher-order language units in their instruction. Many of the other studies cited in Cummins et al's review article reflected direct and positive relationship between teachers' beliefs about reading instruction and process and their classroom practices.

Borg's (2003a) review of literature on the studies about teachers' beliefs also presented some research related to reading instruction. For instance, he cited Graden 's (1996) study of teachers' reported beliefs and their practices, the results of which, although consistent in general, revealed some inconsistencies related to three beliefs: (a) that students need frequent opportunities to read, (b) that the use of students' L1 should be minimized during reading instruction, and (c) that reading aloud interferes with comprehension. The reasons for the inconsistencies in terms of these three beliefs were thought to have been rooted from the 'day-to-day necessity of planning activities for the students who could not perform according to the teachers' expectations' and 'time constraints and lack of appropriate materials' (Borg, 2003a:103).

Richards (2001) studied teachers' beliefs and knowledge about reading, their reading pedagogy, and their students' beliefs about reading with 24 elementary and

secondary school teachers and 144 students in L1 settings in south Mississippi. The teachers were given a survey consisting of 12 questions. In addition to questions like "What do you know about multiple literacies?", "How do you teach reading comprehension?", "How do you teach reading to students who are experiencing difficulties?", the survey included questions asking whether they are a member of International Reading Association (IRA) or any other local or professional organizations. The teachers' responses to the survey questions indicated different practices. Richards noted that only two teachers who were members of IRA, which she believes to improve teachers' knowledge and pedagogy, were familiar with 'multiple literacies' and the ones who were members of international or local reading groups took the responsibility for their on-going development. Among other results of the study were some teachers did not follow any specific reading program, they were greatly influenced by school district dictated programs, and according to some of them, teaching reading comprehension was equal to testing. Richards concluded that the differences revealed from the responses to the survey questions were because of the beliefs teachers held about reading and reading instruction.

Scharlach (2005) carried out a study with six pre-service teachers in L1 settings in order to explore pre-service teachers' beliefs about teaching struggling readers and the effects their beliefs have on their teaching behaviors. The data were collected via questionnaires, interviews, observations, autobiographies, and written expectations and evaluations in a four-month period. According to the results of the study, the participants had both common and distinct beliefs about teaching struggling readers. All of the participants believed the importance of parental involvement, necessity of motivation, the learners' developmental readiness, and the access and exposure to print. They all stressed out that lack of one of the conditions above would result in children's struggling in reading acquisition. One of the distinct beliefs was resulted from their beliefs about the share of responsibility: some participants believed that it was the classroom teachers' responsibility to teach struggling readers, while some of them believed that resource teachers were responsible. There were other participants who believed parents were also responsible and according to two of them struggling readers themselves shared the responsibility with reasons such as poor behavior and reading disability. Another difference in the participants' beliefs was about their ability to teach

all of their students. Four of the pre-service teachers participated in this study did not believe that they would be able to teach all of their students, nor did they believe they would be able to teach their struggling readers. These beliefs were observed to greatly affect their expectations from the struggling readers and their instructional decisions negatively as well. Their students became passive because they did not provide the students with necessary skills and strategies. These pre-service teachers labeled their students as having a reading disability. However, the teachers with positive beliefs about their capability to teach all their students, including the struggling ones, managed to provide different, challenging activities, and skills and strategies and as a result their students became active and were able to apply the skills and strategies they were taught. The results of this study highlighted the effects of teachers' beliefs on their classroom practices and on the success of the learners.

In another study, Hall (2005) investigated content area teachers' beliefs about incorporating reading instruction into their courses. In his review study, he collected data by searching the Eric database and the results indicated that the teachers (both pre- and in-service teachers) participated in these studies had very different beliefs about teaching reading in their content courses. Some of the participants stated that teaching reading was not their job, while some others indicated the necessity in reading instruction in the content areas. Yet, there were some other teachers who wanted to teach reading in their content courses, but did not know how to teach this skill. It is inevitable that such beliefs affected or would affect their actual classroom practices.

Another study about teachers' beliefs about teaching reading was conducted by Asselin (2000) with 39 pre-service teachers in Western Canada. The study was based on a reader-response component of a language arts methods course and aimed at finding out the participants beliefs about literature-based reading instruction via reader-response journals. Asselin (2000:46) presented her findings about pre-service teachers' beliefs about reading and literature as follows:

Reading is an (inter)active process.

Text meanings vary across readers.

Pleasure reading should be part of reading instruction.

Writing when reading shows how readers think.

Writing when reading validates thoughts and feelings.

Writing when reading increases the meaning of texts.

Quality literature has distinct features.

Literature can be used across the curriculum.

Asselin concluded that teachers' beliefs affect the way they implement literature-based instruction and their students' beliefs about the subject as well.

There have been few studies about teachers' beliefs related to reading instruction in EFL contexts. One of these studies which aimed at investigating student teachers' beliefs about reading instruction was carried out by Al-Okda (2005) at Sultan Qaboos University in Oman. The participants of this study, who had not received any methodology courses, were given three cases respectively about literacy instruction, text exploitation, and the teaching of prescribed narrative texts and were asked to state whether they agreed or disagreed with the teaching behaviors in these cases and the possible reasons underlying those behaviors. Most of the student teachers stated that the students need to be taught the alphabet at the very beginning (as the students' native language was Arabic). In terms of the exploitation of a reading text, they believed that reading aloud would help students improve their pronunciation and a model reading by the teacher would help learners understand it better while they read it silently. In response to the third case, some student teachers argued that prescribing narrative texts as homework killed students' interest, while others believed that those texts should be read in order to practice the structures and the lexical items in them. The results of the study indicated that although the student teachers hadn't received any methodology courses yet, as they were in the sixth term of their teacher preparation program and were expected to take first methodology course during the seventh term, they had pre-existing beliefs about teaching the reading skill.

Kajinga (2006) investigated teachers' beliefs about the role of extensive reading in second language learning. Nine teachers from different ethnic backgrounds (black and white) and from three different schools in South Africa participated in his qualitative study. The findings of the study revealed that no matter what their ethnic background is all teachers had strong beliefs about the value of extensive reading in developing second language skills such as reading, writing, vocabulary, spelling, and grammar. The factors shaping the teachers' beliefs about extensive reading were also investigated. One of these factors was the role of home environment as part of early life

influence, which particularly involved parental role in reading to children, parents and grandparents' narrating stories to children, and the provision of reading material as part of early life experience. The role of school and the role of library were two other factors forming the participants' beliefs, though black participants had not used libraries as often as their white colleagues. The last factor in shaping the participants' beliefs about extensive reading was formal training, which was acknowledged by black participants. White ones, on the other hand, did not even mention the role of their formal training.

The studies in the literature on teachers' beliefs about reading instruction indicate that teachers' beliefs affect their decision making and the way they teach, which in turn affect the teaching-learning process.

CHAPTER 3
METHODOLOGY

The purpose of this study was to explore the teachers' beliefs about teaching reading at Anadolu University School of Foreign Languages (AUSFL), Department of Basic Languages. The study also aimed at investigating whether there were any significant differences in the teachers' beliefs according to their experience in teaching reading. In order to collect the data for the study a questionnaire was used.

In this chapter, subjects, the instrument, the data collection and data analysis procedure are presented.

3.1. Subjects

The target group of this study was, excluding the researcher, 123 non-native EFL teachers who are teaching at Anadolu University School of Foreign Languages, Department of Basic Languages. 28 teachers were eliminated from the study because 11 of these teachers were not available during the data collection process because of personal reasons, 2 of them commented on the questionnaire as experts in ELT field, 4 of them participated in the pilot study, 3 of them did not return the questionnaire, and 5 teachers either did not provide an answer to one or more of the statements in the questionnaire or did not complete the first part of the questionnaire, which was about background information and/or the last part of the questionnaire, which included statements about the goals of the reading class. 3 of the teachers were excluded from the study because analysis of the controlling items, which will be discussed in the instrument part, indicated that these participants were inconsistent in their responses to the questionnaire items. Hence, a total of 95 teachers' responses to the questionnaire were analyzed.

As a program requirement at AUSFL, Department of Basic Languages, each teacher might be assigned to teach any skill at the beginning of each term by the school administration. Therefore, for the present study, the participants' previous experiences

in teaching reading were also investigated. Table 3.1 presents the numbers and percentages of teachers with reference to their experience in teaching reading.

**Table 3.1. Participants' Experience
in Teaching Reading (in terms)**

Experience in Teaching Reading	Number of Teachers	%
No experience	19	20.00
1-2 terms	26	27.37
3-6 terms	28	29.47
7 or more terms	22	23.16
Total	**95**	**100**

In terms of their experience in teaching reading, the participants dispersed from "no experience" up to "16 terms" of experience. Those who had no experience in teaching reading made up 20% of the 95 teachers. Nearly 28% of the teachers taught reading for 1 or 2 terms, about 30% of them had 3-6 terms of experience in teaching reading and the rest of them, about 23%, taught reading for 7 or more terms.

3.2. Instrument

As there were no questionnaires provided by the literature to investigate EFL teachers' beliefs about reading instruction, a Teacher Beliefs Questionnaire About Teaching Reading (TBQTR) was developed for this study.

A questionnaire was chosen as the data collection instrument in this study because as Büyüköztürk (2004) suggests, a questionnaire is a list of questions (or statements) which is widely used in social sciences and it provides an easy and practical way for collecting data from a large population. The two main assumptions that a questionnaire holds are "the respondent can read and understand the questionnaire items" and "the respondent is ready to respond to the items honestly" (Wolf 1988, as cited in Büyüköztürk, 2004). It is suggested that people's beliefs about a subject can be determined via a questionnaire (Büyüköztürk 2004, Taylor-Powell 1998, Özoğlu 1992).

In order to develop a valid, reliable, and practical questionnaire there are four stages to go through: defining the problem, writing the items, getting feedback from

experts, and piloting (Büyüköztürk 2004). Therefore, these steps, as will be explained in the following parts, were followed in the questionnaire development process. Figure 3.1 shows the four-stage process to develop a questionnaire.

Figure 3.1. Stages of Developing a Questionnaire

1. Stage **-Defining the Problem**	2. Stage **-Writing the Items** -Forming the Draft	3. Stage **-Expert Suggestions** -Forming the Pilot Form	4. Stage **-Piloting** -Forming the Final Version
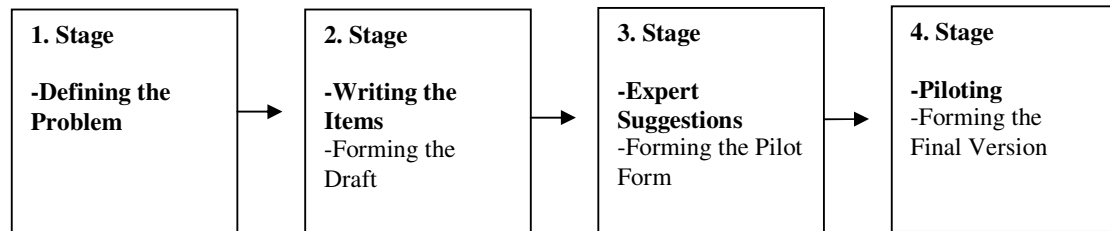
(Adapted from Büyüköztürk, 2004)

3.2.1. Determining the Questionnaire Items

Asking a small group of people who share common characteristics with the population to write a composition about the subject to be investigated (Büyüköztürk, 2004) or to answer an open-ended question (Gillham, 2000) is one of the sources to determine items for a questionnaire. Having completed the first stage by defining the problem for the present study, an open-ended question was asked as the first step to write the questionnaire items (See Appendix A). The respondents to the open-ended question were 36 non-native EFL teachers from three different universities in Turkey. Content analysis was done on the responses to the open-ended question and some of the items to be included in the questionnaire were constructed depending on these responses. Figure 3.2 shows sample responses to the open-ended question.

Figure 3.2. Sample Responses to the Open-Ended Question

_____

(R1)   *In reading, teaching strategies comes first in my opinion. Because in a reading exam students must reach their goals as fast as possible. This can be possible if they know what strategy to apply. … Although it is the base of a language, grammar comes last in teaching reading skills. I don't mean we must teach grammar in detail but a piece of structure which our students find too difficult or too complex, a piece of grammar which will make the reading impossible to understand (*can be taught).

_____

(R6)   *… the length of the text must be appropriate to the level of the students and it mustn't be too long even for higher level learners. … if there are too many unknown words students can easily lose interest or feel frustrated.*

_____

(R11)   *I think the following should be given importance:*
-   *vocabulary*
-   *pronunciation & reading fluently*
-   *comprehension*
-   *grammar in context*
-   *gaining cultural info*

_____

(R35)   *In my opinion, if the reading is purposeful and interesting as a content from the students' point of view, it enables the students participate more in class. The content of the text being studied should involve structural items related to the students' level, neither too difficult nor too easy and the purpose of the reading course should provide input for the students.... In addition to those, vocabulary should be emphasized during the course and for this purpose the text should be rich in vocabulary. To some extent, some open-ended or comprehension questions about the text may help students....*

_____

  R = Respondent

In addition to the items constructed by the content analysis of the responses given to the open-ended question, some items were included in the questionnaire based on the literature. For example, one of the items about extensive reading which is "*Extensive reading material should be below students' language proficiency level*" was included in the questionnaire based on the suggestions in the literature (Day and

Bamford, 1998/2002; Ono et al, 2004). Furthermore, the researcher used his own experience to determine some of the items. An example of such an item is "*Students who cannot read fluently can understand a text as well as those who can read fluently.*"

3.2.2. Content Validity of the Questionnaire

After determining the questionnaire items, which were 64 statements about ten different topics pertinent to reading instruction, five experts working in ELT field were asked to comment on the questionnaire in order to obtain the content validity of the questionnaire. All of the experts were experienced EFL teachers whose teaching experiences ranged from 8 years to 18 years and they had all taught reading nearly every year since they started teaching. Two of the experts had PhD degrees, two of them were PhD students, and one of them had an MA degree. Three of the experts had been teaching methodology courses, through which students are taught language skills including how to teach reading, at Anadolu University, Education Faculty, ELT Department. In addition, one of the experts had been the reading skill coordinator at AUSFL, Department of Basic Languages. The experts were asked, specifically, to evaluate the statements in the questionnaire in terms of their appropriateness to measure teachers' beliefs about teaching reading. Additionally, the experts were expected to suggest any modification if they thought the items should be changed. They were also expected to suggest new items that they think should be included in the questionnaire.

Based on the experts' suggestions, the items which were considered to be inappropriate, because they were too complex or because they were very similar to another item, were eliminated. One of the items, for example, was "*All that readers need to get out of a reading text are the useful structures and words that occur in it*", was found to be too complex and was therefore eliminated. Furthermore, the experts suggested that some items should be changed because they were difficult to understand. One example of such an item was "*Students won't understand a text unless they are taught the meaning of all the words that are not familiar to them*". This item was changed to read as "*Students can understand a text only when they are taught all the unfamiliar words*". Nine new items, on the other hand, were added to the questionnaire depending on the experts' recommendations.

3.2.3. Piloting the Questionnaire

The questionnaire (TBQTR) was revised based on the experts' suggestions and then, three experts working on questionnaire design were asked to comment on TBQTR. Based on their suggestions the questionnaire was designed as a 4-point Likert-Scale and the respondents were expected to decide whether they 'Strongly Disagree', 'Disagree', 'Agree' or 'Strongly Agree' with the statements. A choice like 'Uncertain' was not included in the scale depending on questionnaire design experts' suggestions as such a choice would lead some respondents to automatically choose that choice when they do not want to think over the statement and just skip the item. The last part of the questionnaire, which included six statements about the goals of a reading lesson, took the form of ranking the statements in order of importance.

Before piloting the questionnaire, except the last part, the items were shuffled randomly so as to avoid the respondents' being influenced by the answers they give to the previous items about the same topic. The questionnaire was piloted with 8 non-native EFL teachers. Four of these teachers were teaching at AUSFL, Department of Modern Languages and 4 of them were teaching at the Department of Basic Languages. (As the target group of this study was all of the non-native EFL teachers working at AUSFL, Department of Basic Languages, the 4 teachers from the Department of Basic languages who participated in the pilot study and who were asked to comment on the questionnaire were not included in the study). These eight teachers were asked to fill in the questionnaire and comment on the wording, sentence structures, and the items in it.

The questionnaire was re-revised based on the suggestions of the eight teachers who participated in the pilot study. Six items were eliminated because they were said to be guiding the respondent or because they were ambiguous or difficult to understand. For example, the statement "*Good readers use many different reading strategies*" was one of the statements that were eliminated because it was said to be guiding the respondent.

3.2.4. Final Version of the Questionnaire (TBQTR)

The final version of TBQTR consisted of three parts (See Appendix B). Part A included 6 questions about the teachers' background information. Part B of the questionnaire consisted of 61 statements about teachers' beliefs concerning teaching

reading. The last part of the questionnaire (Part C) included six statements about the goals of the reading class and the teachers were asked to rank them from 1-6 in order of importance. Before forming the final version of the questionnaire, some items were eliminated, some items were modified and some new items were added based on the experts' suggestions and the comments from the teachers piloting the questionnaire. As a result, 26 items were constructed from the responses to the open-ended question, 9 items were added based on the experts' suggestions and 32 items were formed depending on the literature and the researcher's experience. Five statements in Part B were controlling items, which were added to determine whether the subjects were consistent in their answers. Table 3.2 displays these controlling items and the questionnaire items that correspond to them.

Table 3.2. Controlling Items

Item No	Controlling Items	Item No	Questionnaire Items
39	Students can understand a text only when they are taught all the unfamiliar words.	21	Students do not need to know the meaning of all the new words in a text to comprehend it.
42	Asking questions about every detail in the text is a waste of time.	4	Comprehension questions should focus on every detail in the reading text.
44	Post-reading session is not a very important part of the reading class.	19	The reading teacher should always do a post-reading activity.
46	Materials adapted to the students' level should be used in reading classes rather than authentic texts.	14	The reading material to be used in the reading class should be authentic at all levels.
56	Reading aloud is not one of the skills students need to practice.	17	Reading aloud is one of the skills that should be focused on in language learning.

During the questionnaire development stages, the questionnaire items were written in ten different topics which were determined by the content analysis of the responses to the open-ended question, the literature, and the researcher's experience. Table 3.3 shows these topics and the number of statements in each group.

**Table 3.3. Topics in TBQTR and Number of Items
for Each Topic**

Groups	Number of Items	Item Numbers in the Questionnaire
Teaching Vocabulary in the Reading Class	8	2-6-11-21-39(CI)-48-55-59
Reading Strategy Instruction	6	5-28-35-50-51-61
Reading Material	9	10-12-14-40-46(CI)-53-54-57-60
Reading Aloud in the Reading Class	7	15-17-20-36-47-49-56(CI)
Focus on Grammar	4	7-9-45-52
Lesson Procedure	12	1-4-19-24-29-32-33-37-38-41-42(CI)-44(CI)
Extensive Reading	8	13-16-23-26-27-30-34-58
L1 Use in the Reading Class	4	3-8-25-31
Fluent Reading	3	18-22-43
Goals of the Reading Class	6	Part C (1-6)
TOTAL	**67**	

CI= Controlling Item

TBQTR included both positive and negative statements. The purpose of including both positive and negative statements in the questionnaire was keeping the participants mentally active while responding to the questionnaire. Table 3.4 shows the samples of positive and negative statements in the questionnaire.

Table 3.4. Samples of Positive and Negative Statements in TBQTR

	strongly disagree	disagree	agree	strongly agree
Pre-reading activities help students understand the text more easily.				
Reading strategies should be taught to students implicitly.				
The use of L1 does not help students at any level to become competent readers.				
The reading text should not include too many unknown words.				

Additionally, the questionnaire was conducted in English as it was believed that the respondents of the questionnaire would have no difficulty in understanding the statements considering the fact that they were teachers of this language. Another reason why the questionnaire was conducted in English was that the subjects might have difficulty in understanding some terminology in Turkish, which is their native language, as they were familiar with the terminology in English.

3.3. Data Collection

The data were collected from the participants in August 2006. The questionnaire was distributed to 106 teachers working at AUSFL, Department of Basic Languages and they were told that it was designed to determine what their beliefs about teaching reading were. The questionnaire was completed and returned back by 103 participants within ten days.

3.4. Data Analysis

To answer the first research question of the study which is "What are the non-native EFL teachers' beliefs about teaching reading at Anadolu University School of Foreign Languages, Department of Basic Languages?", first, a descriptive statistics was done calculating counts and percentages of the responses to each item in the questionnaire (TBQTR). The analysis was done separately for each topic about which items were constructed in TBQTR. These topics were *teaching vocabulary, strategy instruction, reading material, reading aloud, focus on grammar, lesson procedure, extensive reading, L1 use*, fluent *reading,* and *goals of the reading class*. The number of teachers responding to each answer choice on the Likert-scale for Part B of TBQTR was given and their percentages in the whole were calculated. The responses to Part C, which required the participants to rank the statements in order of importance, were again analyzed separately for each statement by calculating the numbers and percentages.

To answer the second research question which is "Does experience in teaching reading make any difference in terms of the teachers' beliefs about teaching reading?", one-way ANOVA tests were computed, as the participants were divided into four groups for the aim of this analysis. Moreover, post hoc tests were computed for the

items about which teachers' beliefs were found to be significantly different. The results were given under each topic separately again. This analysis was done on Part B of the questionnaire which was a 4-point Likert-scale.

CHAPTER 4
RESULTS AND DISCUSSIONS

In this chapter, the results of the study are presented and discussed. In section 4.1, the teachers' beliefs about ten different issues concerning teaching reading are presented and discussed. Section 4.2 answers the second research question by comparing teachers' beliefs according to their teaching experience in teaching reading. The results in this section are again presented and discussed under each heading separately. Finally, in section 4.3, summary of the results is presented.

4.1. Teachers' Beliefs about Teaching Reading

In this study, a group of 95 non-native EFL teachers were asked to decide to what extent they agreed with the belief statements about teaching reading in a questionnaire. The participants' responses to these belief statements were analyzed under ten different headings in the questionnaire which were *teaching vocabulary, strategy instruction, reading material, reading aloud, focus on grammar, lesson procedure, extensive reading, L1 use*, *fluent reading,* and *goals of the reading class*. The following parts present the results for each topic separately and each part ends with the discussion of those particular results.

4.1.1. Beliefs about Teaching Vocabulary in the Reading Class

Table 4.1 displays the frequency and the percentage of teachers' responses to the items related to teaching vocabulary in the reading class. The results showed that 50.53% of the teachers agreed and 44.21% of them strongly agreed with Item 2 in the questionnaire, which was "*The reading text should include vocabulary that is appropriate to the students' level",* while 4.21% of the teachers disagreed and only 1.05% strongly disagreed with it.

The belief that *students will be more interested in reading a text if they are taught the meaning of all the new words* (Item 6) was disagreed by 57.89% of the

teachers and strongly disagreed by 15.79%. The teachers who agreed and strongly agreed with this belief constituted 23.16% and 3.16% of the participants respectively.

The third item about teaching vocabulary included the belief that *the reading text should not include too many unknown words* (Item 11) and 55.79% agreed with it. The percentage of the participants who strongly agreed with this belief was 35.79, while the minority disagreed or strongly disagreed; 5.26% stated that they disagreed and 3.16% stated they strongly disagreed.

All of the teachers participated in the study agreed or strongly agreed that *students do not need to know the meaning of all the new words in a text to comprehend it* (Item 21). 50.53% of the teachers agreed and 49.47% of them strongly agreed with this statement.

As for the next item, most of the teachers did not believe that vocabulary should be taught apart from reading. The teachers who stated that *vocabulary should be dealt with separately, not as a part of the reading class* (Item 48) represented only 4.26% of the total; 3.16% agreed and only 1.05% strongly agreed. The percentage of the people who disagreed with this belief is 67.37. Those who strongly disagreed with it made up 28.42%.

Teaching only the words that are essential to comprehend the text before students read the text (Item 55) was agreed by 50.53% and strongly agreed by 44.21% of the teachers. However, 4.21% stated that they disagreed and 1.05% stated they strongly disagreed with this belief about teaching vocabulary.

The last item was that *students should be told to look up the unknown words before coming to class* (Item 59), with which 30.53% of the teachers stated they strongly disagreed and 55.79% stated they disagreed. On the contrary, 11.58% agreed and 2.11% strongly agreed with this statement.

Table 4.1. Teachers' Beliefs about Teaching Vocabulary

Item No	ITEMS	Strongly Disagree		Disagree		Agree		Strongly Agree	
		N	%	N	%	N	%	N	%
2	The reading text should include vocabulary that is appropriate to the students' level.	1	*1.05*	4	*4.21*	48	*50.53*	42	*44.21*
6	Students will be more interested in reading a text if they are taught the meaning of all the new words.	15	*15.79*	55	*57.89*	22	*23.16*	3	*3.16*
11	The reading text should not include too many unknown words.	3	*3.16*	5	*5.26*	53	*55.79*	34	*35.79*
21	Students do not need to know the meaning of all the new words in a text to comprehend it.	0	*.00*	0	*.00*	48	*50.53*	47	*49.47*
48	Vocabulary should be dealt separately, not as a part of the reading class.	27	*28.42*	64	*67.37*	3	*3.16*	1	*1.05*
55	Only the words that are essential to comprehend the text should be taught before students read the text.	1	*1.05*	4	*4.21*	48	*50.53*	42	*44.21*
59	Students should be told to look up the unknown words before coming to class.	29	*30.53*	53	*55.79*	11	*11.58*	2	*2.11*

Note: **N**=number of participants; **%**=percentage of the participants responded

According to Linde's (1980b; cited in Woods, 1996) representation of belief systems which suggests that beliefs have a tree-structured organization, teachers holding one belief must believe a related one. In the case of vocabulary teaching in the reading class Item 2 and Item 11 were related as both of them were about the level of the words that should be found in a reading text. Those who supported the belief in Item 2 constituted 94.64%, and those who supported the belief in Item 11 constituted 91.58% of all the participants, which means the majority of the teachers were consistent with their beliefs about the level of the vocabulary that should be found in a reading text. The teachers' beliefs about these two items were also congruent with the literature which suggests that the unknown words in a text should not exceed three percent (Nuttall, 1996) or five percent (Grabe and Stoller, 2002) of all the words in that particular text. In addition, Items 21 and 55 were also related, which mainly suggested that students do not need to know the meaning of all the new words, but only the essential ones to

comprehend the text. The teachers were again consistent with their responses to these two items by 100% holding the belief in Item 21 and 94.74% holding the belief in Item 55. It is also proposed in the literature that focusing on four or five words which are key to comprehending a text are more effective than trying to teach a large number of unknown words because only a limited number of words can actually be learned and remembered at a time (Grabe and Stoller, 2001).

As presented above, for Item 6, 73.68% of the teachers were against the belief that students will be more interested in reading a text if they are taught the meaning of all the new words, while 26.32% of them supported this belief. Although there is no evidence in the literature that students' knowing the meaning of all the words makes them more interested in reading a text, nor is it suggested to teach all the unknown words in a text, the teachers who supported this belief may have been relying on their experiences in the classroom as one of the factors that affect beliefs is experience (Richards, 1998).

4.1.2. Beliefs about Teaching Reading Strategies

Table 4.2 presents the results of the teachers' responses to the statements about reading strategy instruction.

As can be seen from the table, the responses to the first item about reading strategy instruction (Item 5) showed that 5.26% of the teachers strongly disagreed and 34.74% disagreed with the belief that *reading strategies should be taught implicitly*. On the other hand, 49.47% of the teachers agreed and 10.53% strongly agreed with the same belief. In total, 40% of the teachers disagreed while 60% agreed that reading strategies should be taught implicitly.

As for the next item (Item 28), the percentage of the teachers who believed that *students should know some reading strategies to understand a text* was about 94%; 57.89% agreed and 35.79% strongly agreed. Still, 5.26% disagreed and 1.05% strongly disagreed with this belief.

That *students can comprehend a text without being taught any reading strategies* (Item 35) was another item about strategy instruction and it was strongly disagreed by a 6.32% of the teachers. 47.37% disagreed with this statement, whereas 42.11% agreed and 4.21% strongly agreed with it.

None of the teachers strongly disagreed with the belief that *different reading strategies for different kinds of texts should be taught to students* (Item 50); nevertheless, 8.42% of them disagreed. The rest of the teachers who constituted 91.57% agreed (53.68%) or strongly agreed (37.89%) with this item.

The next item related to reading strategy instruction was *"It is not possible to teach reading strategies to low levels"* (Item 51). According to the results of the responses, most of the teachers (92.64%) believed that it is possible to teach strategies to lower level students; that is, 30.53% strongly disagreed and 62.11% stated that they disagreed with this statement. The teachers who agreed represented 5.26% and those who strongly agreed represented 2.11% of all the participants.

For the last item about strategy instruction (Item 61), almost 94% of the teachers' believed that *the best way to teach reading strategies was the teacher's modeling the use of the strategies*. 69.47% agreed and 24.11% strongly agreed with this item. According to the minority (6.31%), however, the teacher's modeling the use of reading strategies was not the best way to teach the strategies; 5.26% disagreed and 1.05% strongly disagreed with this statement.

Table 4.2. Teachers' Beliefs about Reading Strategy Instruction

Item No	ITEMS	Strongly Disagree		Disagree		Agree		Strongly Agree	
		N	%	N	%	N	%	N	%
5	Reading strategies should be taught to students implicitly.	5	*5.26*	33	*34.74*	47	*49.47*	10	*10.53*
28	Students should have a repertoire of strategies in order to make meaning out of a text.	1	*1.05*	5	*5.26*	55	*57.89*	34	*35.79*
35	Students can comprehend a text without being taught any reading strategies.	6	*6.32*	45	*47.37*	40	*42.11*	4	*4.21*
50	Students should be taught to use different reading strategies for different kinds of texts.	0	*.00*	8	*8.42*	51	*53.68*	36	*37.89*
51	It is not possible to teach reading strategies to low levels.	29	*30.53*	59	*62.11*	5	*5.26*	2	*2.11*
61	The teacher's modeling the use of strategies is the best way to teach them.	1	*1.05*	5	*5.26*	66	*69.47*	23	*24.21*

Note: **N**=number of participants; **%**=percentage of the participants responded

When the responses to the items related to each other about strategy training were examined, some inconsistent beliefs were observed. While 60% of the teachers believed that reading strategies should be taught implicitly (Item 5), nearly 94% of them stated that the teacher's modeling the use of the strategies is the best way to teach them (Item 61). Considering that the latter is an explicit way of teaching the strategies (Shih, 1992 cited in Sallı, 2002), most of the teachers seemed to be inconsistent with their beliefs. This might be because of their lack of knowledge about implicit and explicit strategy instruction or simply because they thought teacher's modeling as implicit instruction. In either case, more than half of the teachers had beliefs contrary to the suggestion that strategies should be taught explicitly (Winograd and Hare, 1988 as cited in Farrell, 2001; Shih, 1992 as cited in Sallı, 2002).

For Item 28, almost 94% of the teachers reported that they believed students should have a repertoire of strategies to comprehend a text, but there was diversity in the responses to Item 35, which suggested that students can comprehend a text without being taught any reading strategies. Nearly 46% of the teachers were in favor of this belief, while about 54% of them were against it. The reason for this might have been the idea they had about students' transferring the strategies that they already use in L1 reading or the idea that students can learn strategies themselves. On the other hand, nearly 92% of the teachers believed that different reading strategies for different kind of texts should be taught to students (Item 50), which means that some of the participants again contradicted with their responses to Item 35.

For Item 51, the majority of the teachers (92.64%) stated that they disagreed or strongly disagreed with the item. This means that they believed it is possible to teach reading strategies to low-level students, which is also supported by the literature (Silberstein, 1987 cited in Sallı, 2002).

4.1.3. Beliefs about the Reading Material

Table 4.3 shows the results related to the teachers' beliefs about the reading material.

The results showed that for most of the items the majority of the teachers had similar beliefs concerning the reading material. For the first item of this topic (Item 10), 69.47% of the teachers stated that they agreed and 14.74% strongly agreed, which

means they thought that *students should be allowed to choose the topics they want to read about in class*. None of the teachers strongly disagreed with this item. Yet, 15.79% of them disagreed with it.

Similar to the previous item, 52.63% of the teachers agreed and 37.89% strongly agreed that *the teacher should bring different texts about different topics to the classroom instead of using a particular book* (Item 12). None of the teachers strongly disagreed, but 9.47% of them disagreed with this statement.

That *the reading material to be used in the reading class should be authentic at all levels* (Item 14) was agreed by 40.00% of the teachers and 17.89% stated that they strongly agreed. Only 1.05% strongly disagreed and 41.05% disagreed with this item.

The comprehension of simplified texts was considered to be more difficult than that of authentic texts (Item 40) by an 18.95%. The teachers who agreed with this belief constituted 16.84% and 2.11% stated they strongly agreed. Most of the teachers (69.47) disagreed and 11.58% strongly disagreed that the comprehension of simplified text is harder.

The following item about the reading material was that *the use of authentic material depends on the students' level* (Item 53), which was agreed by 61.05% and strongly agreed by 17.89 percent. The percentage of the teachers who strongly disagreed was 4.21 and 16.84% disagreed with this item.

According to most of the participants, *the length of the reading text should be appropriate to the students' level* (Item 54). 55.79% of them agreed and 36.84% strongly agreed with this belief, while 7.37% disagreed with it. None of the teachers stated that they strongly disagreed.

One of the last two items about the reading material was "*Reading texts which include the target culture should not be overused in the reading class*" (Item 57). Sixty percent of the teachers agreed and 17.89% strongly agreed with this item, whereas 21.05% indicated that they disagreed and only 1.05% indicated they strongly disagreed.

For the last item (Item 60), nearly all the teachers (97.89%) shared the same belief. 36.84% agreed that *the reading material to be used in the reading class should be interesting* and 61.05% strongly agreed with the item. None of the teachers stated they strongly disagreed, but 2.11% disagreed with this item.

Table 4.3. Teachers' Beliefs about the Reading Material

Item No	ITEMS	Strongly Disagree		Disagree		Agree		Strongly Agree	
		N	%	N	%	N	%	N	%
10	Students should be allowed to choose the topics they want to read about in class.	0	.00	15	15.79	66	69.47	14	14.74
12	Instead of using a particular reading book, the reading teacher should bring different texts about current issues to the classroom.	0	.00	9	9.47	50	52.63	36	37.89
14	The reading material to be used in the reading class should be authentic at all levels.	1	1.05	39	41.05	38	40.00	17	17.89
40	The comprehension of simplified texts is harder than the comprehension of authentic texts.	11	11.58	66	69.47	16	16.84	2	2.11
53	The use of authentic material in the reading class depends on the students' level.	4	4.21	16	16.84	58	61.05	17	17.89
54	The length of the reading text should be appropriate to the level of the students.	0	.00	7	7.37	53	55.79	35	36.84
57	Reading texts which include the target culture should not be overused in reading classes.	1	1.05	20	21.05	57	60.00	17	17.89
60	The reading material to be used in the reading class should be interesting for the students.	0	.00	2	2.11	35	36.84	58	61.05

Note: **N**=number of participants; **%**=percentage of the participants responded

The results for the responses to the items about reading material indicated that the majority of the teachers (84.21%) were learner autonomy supportive as they stated that students should be allowed to choose the topics they want to read about in the reading class. Moreover, those who believed that the reading teacher should bring different texts to the classroom instead of using a particular reading book represented 90.52% of all the teachers, which may also support the previous belief. Furthermore, 97.89% of the teachers thought that the reading material should be interesting for the students. This result may also support the belief that students should be able to choose the topics they want to read about. Harmer (2001) and Nuttall (1996) suggest that the

reading material should be interesting for the students in order to engage them in the lesson.

The responses to the items 14 and 53, which were about authentic material, revealed some inconsistencies in terms of some teachers' beliefs. While about fifty-eight percent of the teachers believed that the reading material should be authentic at all levels (Item 14) and forty-three percent of them were against it, the percentage of those who agreed or strongly agreed that the use of authentic materials depends on the students' level (Item 53) constituted nearly eighty percent in total. This result might indicate that some teachers thought the use of authentic material was not practical at some levels, although believing that the reading material should be authentic at all levels. Harmer (2001) supports the use of authentic material in the reading class as in real life the students will have to deal with the texts written for the speakers of the target language. He further states, however, that authentic material can make students become unmotivated if they are carelessly chosen. In addition, he asserts that while using authentic material at lower levels, appropriate tasks should be prepared so that the students can understand the text better; otherwise, the students might think that they do not know anything.

Most of the teachers (81.05%) thought that the comprehension of authentic texts is harder than that of simplified texts. This may be due to their understanding of what an authentic text is, which should be investigated further. Nuttall (1996) points out that simplification of reading texts carries risks such as lacking the characteristics of authentic texts which are "having something to say, being coherent and organized" (p.177). Hence, she argues that simplified texts can be unnatural because of these reasons. It may be concluded that simplified texts can bear real problems for the students in terms of comprehension when they are compared to authentic texts.

About 93% of the teachers believed that the length of the reading text should be appropriate to the students' level. The teachers may have a belief that the longer the text, the more difficult it is. Similarly, Day (1994) points out that selecting a text that is too long for the students considering their proficiency level is a common mistake that some teachers make. He states that inappropriate length of a reading text can make a lesson unsuccessful.

As for the target culture in reading texts, almost 78% of the teachers believed that the texts which include the target culture should not be overused in the reading class. The reason that led these teachers think in this way might have been their students' attitudes—if not theirs—towards studying the target culture.

4.1.4. Beliefs about Reading Aloud

The distribution of the teachers' responses to the items about reading aloud in the reading class is displayed in Table 4.4.

Table 4.4. Teachers' Beliefs about Reading Aloud

Item No	ITEMS	Strongly Disagree		Disagree		Agree		Strongly Agree	
		N	%	N	%	N	%	N	%
15	Students' reading aloud hinders their reading comprehension.	0	.00	22	23.16	57	60.00	16	16.84
17	Reading aloud is one of the skills that should be focused on in language learning.	9	9.47	52	54.74	30	31.58	4	4.21
20	The teacher's reading aloud gives a chance for students to hear the correct pronunciation of the words.	2	2.11	13	13.68	60	63.16	20	21.05
36	Reading aloud in the reading class is a waste of time.	7	7.37	37	38.95	44	46.32	7	7.37
47	Students' reading aloud increases the number of students involved in the lesson.	15	15.79	57	60.00	23	24.21	0	.00
49	Students' reading aloud improves their pronunciation.	4	4.21	21	22.11	64	67.37	6	6.32

Note: **N**=number of participants; **%**=percentage of the participants responded

The results revealed that none of the teachers strongly disagreed with Item 15, which stated the belief that *students' reading aloud hinders their reading comprehension.* The teachers who believed that this was not true by stating they disagreed, constituted 23.16% of the participants. Sixty percent of the teachers agreed that reading aloud hinders reading comprehension, and 16.84% strongly agreed.

The percentage of the teachers who did not believe that *reading aloud is one of the skills that should be focused on in language learning* (Item 17) was 64.21. 9.47% of the teachers indicated this by strongly disagreeing and 54.74% by disagreeing with the statement. On the other hand, 31.58% agreed and 4.21% strongly agreed with this belief.

For the next item (Item 20), 2.11% strongly disagreed and 13.68% disagreed that *the teacher's reading aloud gives a chance for students to hear the correct pronunciation of the words*. 63.16% of the teachers thought this was true by stating they agreed and 21.05% by stating they strongly agreed.

The belief that *reading aloud in the reading class is a waste of time* (Item 36) was strongly disagreed by 7.37% and disagreed by 38.95 % of the teachers. The teachers who agreed that it is a waste time represented 46.32% and those who strongly agreed represented 7.37% of the participants.

The following item about reading aloud (Item 47) involved the belief that *the number of students participating in the lesson increases with their reading aloud*. 15.79% of the participants strongly disagreed with this and most of them (60.00%) disagreed. There was no one among the participants who strongly agreed, but 24.21% agreed with it.

For the last item (Item 49), 67.37% stated they agreed and 6.32% stated they strongly agreed that *students' reading aloud improves their pronunciation*. However, 22.11% of them disagreed and 4.21% strongly disagreed with it.

Considering these results, it can be said that most of the teachers believed both the teacher's and the students' reading aloud have positive effects on the pronunciation of the words by the students. That the teacher's reading aloud provides students with the correct pronunciation of the words (Item 20) was supported by 84.21% of the teachers and that students' reading aloud improves their pronunciation (Item 49) was supported by 73.69 percent. However, there were still some teachers who believed neither the teacher's nor the students' reading aloud helps to pronounce the words correctly. It should be noted at this point that although they believed that reading aloud improved the students' pronunciation of the words, 76.84 percent of the teachers thought that it hinders reading comprehension.

For the other items about reading aloud, there were different beliefs among the participants. For example, almost 36 percent of the teachers thought that reading aloud is one of the skills that should be focused on (Item 17). The diversity in the teachers' beliefs about this item might have been resulted from the teachers' interpretation of the item. Some teachers might have thought that students should read aloud out of class; they may have considered reading aloud unnecessary in the reading class, though. Another example of the teachers' different beliefs related to reading aloud is that about 46 percent thought reading aloud is not a waste of time in the reading class (Item 36). That is, although about seventy-seven percent of the teachers believed that reading aloud hinders students' reading comprehension, nearly half of the participants thought that it is not a waste of time in the reading class. They might have thought about the positive effect of reading aloud on pronunciation while responding to this item. Yet, 75.79% of the teachers did not believe that reading aloud increases the number of the students involved in the lesson. These different beliefs might be a result of frequent use of reading aloud in language classes in the participants' education culture. It would not be surprising to see EFL teachers having students read aloud the paragraphs in a reading text in turn; therefore, the participants' differing beliefs might be due to two factors: their experiences as a language student and the training they received as prospective teachers. Some of the teachers might have been influenced more by their experiences as students and the others might have adopted their beliefs depending on the training in their pre-service teacher training programs through which reading aloud is generally deemphasized. Another reason might be that the teachers might have been influenced by approaches to teaching reading such as grammar-translation approach and comprehension questions and language work approach, which highlight either the teachers' or the students' reading aloud (Bamford and Day, 1998).

According to the literature, the teacher's reading aloud helps especially less able EFL students to see the meaningful units. As these students try to read the text word by word, they are not able to comprehend the text. Therefore, the teacher's reading aloud can be a good model for them as the teacher would properly produce the "punctuation signals, stress and intonation" (Amer, 1997:44). Nuttall (1996), on the other hand, points out that although having some value, reading aloud is usually of little use because

the students do not listen to what is being read and it prevents students from improving their silent reading skills.

4.1.5. Beliefs about Focus on Grammar in the Reading Class

Table 4.5 shows the results of the teachers' responses to the questionnaire items about focus on grammar in the reading class.

Table 4.5. Teachers' Beliefs about Focus on Grammar in the Reading Class

Item No	ITEMS	Strongly Disagree		Disagree		Agree		Strongly Agree	
		N	%	N	%	N	%	N	%
7	Grammatical structures in a reading text should never be the concern of the reading teacher.	8	8.42	61	64.21	19	20.00	7	7.37
9	If there are structures unknown by the students in a reading text, they should be taught prior to reading.	4	4.21	46	48.42	43	45.26	2	2.11
45	Reading texts should not include the structures unknown by the students.	9	9.47	73	76.84	12	12.63	1	1.05
52	In reading classes, the reading texts should also be used to practice grammar structures.	3	3.16	37	38.95	51	53.68	4	4.21

Note: **N**=number of participants; **%**=percentage of the participants responded

Most of the teachers stated that they held a belief contrary to the one proposed by the first statement (Item 7) about focusing on grammar in the reading class. Thus, 8.42% strongly disagreed and 64.21% disagreed with the belief that *grammatical structures should never be the concern of the reading teacher*. In contrast, 20% of them agreed and 7.37% strongly agreed with this item.

Contrary to the responses to Item 7, the percentages of the responses to the following item (Item 9) seemed to be closer to each other on the agreement/disagreement point. 4.21% of the teachers strongly disagreed and 48.42% disagreed that *if there are structures unknown by the students in a reading text, they should be taught prior to reading the text*, while 45.26% agreed and 2.11% strongly agreed with it.

On the other hand, 9.47% of the teachers strongly disagreed and 76.48% disagreed that *reading texts should not include structures unknown by the students* (Item 45), whereas 12.63% agreed and 1.05% strongly agreed with it. This means that a total of 85.95% of the teachers thought that reading texts should include structures unknown by the students.

That *the reading texts should also be used to practice grammar structures in reading classes* (Item 52) was the last item in this part. It was strongly disagreed by 3.16% and disagreed by 38.95% of the teachers. Those who agreed and strongly agreed with this belief constituted 53.68% and 4.21% of the total respectively.

The results indicated that over seventy percent of the teachers believed grammatical structures in a reading text should be the concern of the teacher and nearly sixty percent thought that the reading texts should be used to practice grammar structures in reading classes. Furthermore, about eighty-six percent of the teachers had the belief that reading texts should or may include grammatical structures unknown by the students. The teachers were divided in their beliefs about the teaching of the unknown structures prior to reading; about forty-seven percent were for and almost fifty-three percent were against this belief.

The different beliefs about the focus on grammar in the reading class may be a result of the teachers' general tendency in teaching the language. Some teachers may well support the teaching of grammar before focusing on any other language skill and this might have affected their responses in that way. The teachers who thought that there should be a focus on grammatical structures may find support to their beliefs in Nunan's book about second language teaching. Nunan (1999:268) considers reading as an 'interactive process which makes it necessary to exploit 'linguistic knowledge' including grammatical knowledge. He claims that one of the steps in designing reading courses is to identify linguistic elements in the reading texts and to decide which of these elements to teach and when to teach them. He further suggests that students should be taught some grammatical structures in order to make meaning out of a text.

4.1.6. Beliefs about Lesson Procedure

Table 4.6 presents the results of the responses to the items about lesson procedure in teaching reading.

For the first item about this point (Item 1), which was the first item of the questionnaire in Part B as well and which proposed the belief that *pre-reading activities help students understand the text more easily*, none of the teachers reported that they disagreed; however, only 1.05% of them strongly disagreed with it. Among the rest, 13.68% agreed and the majority (85.26%) strongly agreed with it.

The number of teachers who disagreed or strongly disagreed that *comprehension questions should focus on every detail in a reading text* (Item 4) represented 90.53% of the total, 30.53% of whom strongly disagreed and 60% of whom disagreed. The percentage of the teachers who agreed was 8.42 and 1.05% stated they strongly agreed.

None of the teachers strongly disagreed with the third item (Item 19), which was about *the teacher's always giving a post-reading activity to students*, but 14.74% of them disagreed with this belief. 54.74% agreed and 30.53% strongly agreed that a post-reading activity should always be given by the teacher.

For the next item (Item 24), the participants who strongly disagreed that *the reading teacher should tell the students what they are going to read about* were only 1.05% and those who disagreed were 13.68%. The percentage of the teachers agreeing with this statement was 67.37 and the percentage of those strongly agreeing was 17.90.

That *the warm-up in the reading lesson should be related to the topic of the text* (Item 29) was a belief strongly disagreed by 1.05% and disagreed by 8.42% of the teachers. The majority stated they believed this statement, 50.53% by agreeing and 40% by strongly agreeing with it.

Telling the students the text type they are going to read (Item 32) was strongly disagreed by 2.11% and those who disagreed represented 26.32%. Most of the teachers (62.11%) agreed with this item, and 9.47% strongly agreed.

Item 33 was about *teaching students how to use dictionaries in the reading class*. None of the teachers strongly disagreed; still 3.16% of them disagreed with it. 35.79% of them stated they agreed and 61.05% strongly agreed that in the reading class students should be taught how to use a dictionary.

The following belief statement about the lesson procedure in reading was strongly disagreed and disagreed by the same percentage (1.05%). The statement was that *students should always be given a purpose to read in class* (Item 37), which was agreed by 30.53% of the teachers and strongly agreed by 67.37% of them.

That *it is difficult for students to understand a text without background knowledge* was another belief stated in Item 38 and it was agreed by 69.47% of the teachers. 22.11% of them strongly agreed with it, while only 1.05% strongly disagreed and 7.37% disagreed with it.

The last item (Item 41), which included the belief that *students should be encouraged to use either bilingual or monolingual dictionaries in the reading lessons*, was supported by 55.79% of the participants by agreeing and 28.42% of them by strongly agreeing. On the other hand, 14.74% of the teachers did not support it by disagreeing and 1.05% by strongly disagreeing with it.

Table 4.6. Teachers' Beliefs about Lesson Procedure

Item No	ITEMS	Strongly Disagree		Disagree		Agree		Strongly Agree	
		N	*%*	N	*%*	N	*%*	N	*%*
1	Pre-reading activities help students understand the text more easily.	1	*1.05*	0	*.00*	13	*13.68*	81	*85.26*
4	Comprehension questions should focus on every detail in the reading text.	29	*30.53*	57	*60.00*	8	*8.42*	1	*1.05*
19	The reading teacher should always do a post-reading activity.	0	*.00*	14	*14.74*	52	*54.74*	29	*30.53*
24	Before students read the text, the teacher should tell them what they are going to read about.	1	*1.05*	13	*13.68*	64	*67.37*	17	*17.90*
29	Warm-up in the reading lesson should be related to the topic of the text.	1	*1.05*	8	*8.42*	48	*50.53*	38	*40.00*
32	Before reading the text, students should be told the text type they are going to read.	2	*2.11*	25	*26.32*	59	*62.11*	9	*9.47*
33	Students should be taught how to use dictionaries in the reading class.	0	*.00*	3	*3.16*	34	*35.79*	58	*61.05*
37	Students should always be given a purpose to read in the reading class.	1	*1.05*	1	*1.05*	29	*30.53*	64	*67.37*
38	Without background knowledge, it is difficult for students to understand a text.	1	*1.05*	7	*7.37*	66	*69.47*	21	*22.11*
41	Students should be encouraged to use their dictionaries (bilingual or monolingual) in the reading class.	1	*1.05*	14	*14.74*	53	*55.79*	27	*28.42*

Note: **N**=number of participants; *%*=percentage of the participants responded

The results of the participants' responses to the items related to lesson procedure in the reading class revealed that they had similar beliefs about most of the items. For some of the items, there were a few teachers whose beliefs were against the beliefs of the majority. For instance, about ten percent of the teachers, in contrast to ninety percent, stated that comprehension questions should focus on every detail in the reading text (Item 4). The comparison of the teachers' beliefs according to their experience in teaching reading, which is presented and discussed in the next section, showed that these teachers had some experience in teaching reading except one of them. This may indicate that these teachers' beliefs could have been shaped by the practices they had in the reading class. They might be asking questions about every detail in the reading text and might believe that this is useful for the students' comprehension.

For another item about post-reading activities (Item 19), about fifteen percent of the teachers disagreed that the reading teacher should always do such activities. These teachers might have a belief that post-reading activities might be done by the students out of class and it is not always necessary for the teacher to do that in class.

Some of the teachers stated that the reading teacher should not always tell the students what they are going to read about (Item 24) and they constituted nearly 15% of the participants. Although their beliefs differed from the majority, it may be argued that their beliefs are reasonable in the case of the teacher's questioning the topic of the text.

As presented earlier, even though over ninety percent of the teachers supported the belief that the students should be taught to use different reading strategies for different kind of texts, the percentage of those who believed that the students should be told about the text type they are going to read (Item 32) was less than that. About seventy-one percent thought in this way while almost twenty-nine percent were not in favor of telling the students what kind of a text they are going to read. This may have been resulted because of an expectation from students to determine the text type and use appropriate strategies for that type.

About the teaching of how to use dictionaries in the reading class (Item 33), nearly all of the teachers (96.84%) thought positively, but about 84% of the teachers reported that students should be encouraged to use dictionaries in the class (Item 41). Some of the teachers might have thought that students should be taught to use dictionaries and have them practice it while they are studying on their own, but not in

the reading class. Another reason for this difference might be that some teachers may have interpreted the item as encouraging the students use dictionaries to look up all the unknown words in the reading class.

4.1.7. Beliefs about Extensive Reading

Table 4.7 presents the results of the responses to the items related to extensive reading.

Table 4.7. Teachers' Beliefs about Extensive Reading

Item No	ITEMS	Strongly Disagree		Disagree		Agree		Strongly Agree	
		N	%	N	%	N	%	N	%
13	Extensive reading material should be chosen by the teacher at lower levels.	4	*4.21*	40	*42.11*	45	*47.36*	6	*6.32*
16	Extensive reading material should be below the students' language proficiency level.	14	*14.74*	60	*63.15*	19	*20.00*	2	*2.11*
23	Extensive reading makes students more confident in class.	1	*1.05*	9	*9.47*	67	*70.53*	18	*18.95*
26	Students' work in extensive reading should be evaluated by the teacher.	4	*4.21*	23	*24.21*	62	*65.26*	6	*6.32*
27	Extensive reading should be guided by the teacher.	2	*2.11*	15	*15.79*	70	*73.68*	8	*8.42*
30	Extensive reading is much more helpful for students than intensive reading (reading in class) is.	3	*3.16*	56	*58.94*	29	*30.53*	7	*7.37*
34	Extensive reading helps students learn more words.	0	*.00*	1	*1.05*	49	*51.58*	45	*47.37*
58	Extensive reading is not very much helpful in learning a foreign language.	34	*35.79*	58	*61.05*	2	*2.11*	1	*1.05*

Note: **N**=number of participants; **%**=percentage of the participants responded

As shown in Table 4.7, the first item about extensive reading (Item 13), which suggested that *extensive reading material should be chosen by the reading teacher at lower levels*, was strongly disagreed by 4.21% and disagreed by 42.11% of the teachers. On the other hand, 47.36% agreed and 6.32% strongly agreed with this belief.

About three-fourth of the teachers (77.89%) rejected the second item (Item 16), which assumed that *the extensive reading material should be below the students' language proficiency level*; 14.47% strongly disagreed and 63.15% disagreed, whereas 20% of them agreed and 2.11% of them strongly agreed with it.

The number of teachers who believed that *extensive reading should be evaluated by the teacher* (Item 26) constituted 71.58% of the total; 65.26% agreed and 6.32% strongly agreed. 24.21% disagreed that extensive reading should be evaluated and 4.21% strongly disagreed with this.

Similar to the previous item, 73.68% of the teachers agreed and 8.42% of them strongly agreed that *extensive reading should be guided by the teacher* (Item 27), while 15.79% disagreed and 2.11% strongly disagreed with it.

The number of participants who strongly disagreed that *extensive reading is more helpful than intensive reading* (Item 30) represented only 3.16% of the participants. 58.94% disagreed with this item, whereas 30.53% agreed and 7.27% strongly agreed.

None of the teachers strongly disagreed with the belief that *extensive reading helps students learn more words* (Item 34) and just 1.05% of them disagreed with it. However, 51.58% agreed and the rest of them (47.37%) strongly agreed that students learn more words with extensive reading.

The last item about extensive reading, which suggested that *extensive reading is not very much helpful in learning a foreign language* (Item 58), was strongly disagreed by 35.79% and disagreed by 61.05% of the teachers. In contrast, 2.11% of them agreed and 1.05% strongly agreed with this belief.

According to the results, most of the teachers agreed that extensive reading makes students more confident in class (89.48%) and that it is helpful for students in learning a foreign language (96.84%). Additionally, nearly a hundred percent believed that extensive reading have students learn more words. These results showed that teachers believed the positive effect of extensive reading on students' improving themselves as EFL learners.

As for the selection of extensive reading material by the teacher at lower levels, positive and negative responses were almost balanced; 46.32 percent were against it while 53.68 percent believed the opposite. The teachers who were against choosing the

extensive reading material for lower level students may be supporting learner autonomy, so they may not want to do this instead of students. Others, on the other hand, might think that students at lower levels are not able to select the appropriate material themselves, which may be a result of their teaching experiences. Nevertheless, about eighty-two percent of the teachers believed that the teacher should guide the students in extensive reading, but still nearly eighteen percent of them were even against the guidance by the teacher.

About twenty-eight percent of the teachers did not agree that students' work in extensive reading should be evaluated by the teacher, while over seventy-one percent had the opposite belief. Having a positive belief on the evaluation of extensive reading might be a result of the general attitude students have about reading. The students in the settings of this study usually do not have a reading habit even in L1 and the teachers who stated that extensive reading should be evaluated might have a belief that their students will not read extensively otherwise; that is, these teachers might believe that evaluating students' work in extensive reading makes the students read, at least for the purpose of getting some marks.

About the level of the extensive reading material, 22.11% of the teachers stated that it should be below the students' language proficiency levels while 77.89% of them were against it, which means that they believed the material should be either at the students' level or above it. This may be resulting from an idea that the material should be challenging for the students so that they could improve themselves. However, the literature suggests that the extensive reading material should be below the students' proficiency level in order not to make students struggle with a lot of unknown words and structures (Ono et al, 2004; Day and Bamford, 2002).

4.1.8. Beliefs about L1 Use in the Reading Class

Table 4.8 shows the results of the teachers' responses to the items related to L1 use in the reading class.

That *translation technique can be used to facilitate students' reading comprehension at all levels* (Item 3) was supported by 18.95% of the participants by agreeing and 2.11% of them by strongly agreeing. However, 67.36% disagreed and 11.58% strongly disagreed with this item.

The percentage of the teachers who strongly disagreed with the belief that *the use of L1 does not help students at any level to become competent readers* (Item 8) was 9.47 and those who disagreed constituted 58.95% of the total. On the contrary, 27.37% agreed and 4.21% strongly agreed which means that they believed the use of L1 by the teacher in the reading lesson helps students become competent readers.

The next item suggested that *L1 can be used at all levels while teaching vocabulary* (Item 25) and it was strongly disagreed by a 6.32% and disagreed by 47.36%. The teachers who agreed with this statement represented 42.11% and 4.21% strongly agreed with it.

For the last item about the use of L1, 66.31% of the teachers stated that *the teacher may use L1 in the pre-reading stage to engage students in the topic* (Item 31) by agreeing and 2.11% of them by strongly agreeing with the statement. In contrast, 27.37% disagreed and 4.21% strongly disagreed with this item.

Table 4.8. Teachers' Beliefs about L1 Use in the Reading Class

Item No	ITEMS	Strongly Disagree		Disagree		Agree		Strongly Agree	
		N	%	N	%	N	%	N	%
3	Translation technique can be used at all levels to facilitate students' reading comprehension.	11	*11.58*	64	*67.36*	18	*18.95*	2	*2.11*
8	The use of L1 does not help students at any level to become competent readers.	9	*9.47*	56	*58.95*	26	*27.37*	4	*4.21*
25	L1 can be used in reading lessons while teaching vocabulary at all levels.	6	*6.32*	45	*47.36*	40	*42.11*	4	*4.21*
31	In pre-reading stage, the teacher may use L1 to engage students in the topic.	4	*4.21*	26	*27.37*	63	*66.31*	2	*2.11*

Note: **N**=number of participants; **%**=percentage of the participants responded

The results showed that most of the teachers were not in favor of using L1 through translating the sentences in a text, but about twenty-one percent of them supported this belief. The teachers who stated that they believed translation technique should be used to facilitate students' reading comprehension might have considered the difficulty lower level students face in understanding reading texts especially at the very beginning of their EFL education. On the other hand, there was a contradiction between

the teachers' beliefs in terms of their responses to this item (Item 3) and their responses to Item 8 which stated that the use of L1 does not help learners to become competent readers. About sixty-eight percent of the teachers were against this statement, which means that they believed L1 use help learners to become competent readers. These results may suggest that although teachers were against following a translation approach in the reading class, they thought L1 use at different stages of the lesson might help learners improve their reading skills.

For the next item (Item 25) nearly half of the teachers believed that L1 can be used to teach vocabulary at all levels and the other half did not support this. As the item suggested that L1 can be used 'at all levels', about forty-six percent of the teachers might be against using L1 while teaching vocabulary to upper levels or they may be completely against it. However, the percentage of the teachers who believed that L1 can be used in the pre-reading stage to engage students in the topic (Item 31) was more than that. About sixty-eight percent agreed with this item, which may be a sign of a preference to use L1 in the pre-reading stage.

Upon discussing the use of mother tongue in the language classroom, Harmer (2001) quotes some views for and against the issue and suggests that there may be times when students do need the use of L1 such as giving explanations especially at lower levels, while on the overall he emphasizes the benefits of using English in the classroom.

4.1.9. Beliefs about Fluent Reading

The distribution of the teachers' responses to the items about fluent reading is presented in Table 4.9.

The teachers who believed that *students do not need to be fluent readers in an EFL context* (Item 18) constituted 25.26% of the teachers; 24.21% agreed and only 1.05% strongly agreed with the statement. On the contrary, 62.11% disagreed and 12.63% strongly disagreed which meant that they believed students need to be fluent readers in an EFL context.

The minority of the participants (2.11%) strongly disagreed that *students who cannot read fluently can understand a text as well as those who can read fluently* (Item 22). While 28.42% of them disagreed with this statement, 52.63% agreed and 16.84%

strongly agreed, which meant that the majority believed students who can read fluently and those who cannot understand a text equally.

The last item about fluent reading which suggested that *students who can read fluently comprehend a text better* (Item 43) was strongly disagreed by 2.11% of the teachers and disagreed by 35.78% of them. On the other hand, 60% of the participants agreed and 2.11% strongly agreed with the statement.

Table 4.9. Teachers' Beliefs about Fluent Reading

Item No	ITEMS	Strongly Disagree		Disagree		Agree		Strongly Agree	
		N	%	N	%	N	%	N	%
18	In an EFL context, students do not need to be fluent readers.	12	*12.63*	59	*62.11*	23	*24.21*	1	*1.05*
22	Students who cannot read fluently can understand a text as well as those who can read fluently.	2	*2.11*	27	*28.42*	50	*52.63*	16	*16.84*
43	Reading fluently helps students comprehend the text better.	2	*2.11*	34	*35.78*	57	*60.00*	2	*2.11*

Note: **N**=number of participants; **%**=percentage of the participants responded

According to the results, almost twenty-five percent of the teachers believed that students do not need to be fluent readers in an EFL context, which may indicate that they did not focus on fluent reading if they taught reading or that they may not focus on it if they are assigned to teach it.

Although almost seventy percent of the teachers believed that students who cannot read fluently are able to comprehend a text as well as those who can read fluently, sixty-two percent stated that they believed fluent reading helps students comprehend the text better. This means that these teachers were aware of the positive effect of fluent reading on comprehension, but still they believed even if the students cannot read fluently they can comprehend the text. This inconsistency might have resulted from a belief related to time. Some of the teachers might have thought that even though they cannot read fluently, the students can comprehend a text but it takes more time for them. In contrast to the teachers who thought that fluent reading is not really essential for EFL students, Grabe and Stoller (2002) emphasize the importance of fluent reading stating that it is one of the skills good readers have.

4.1.10. Beliefs about the Goals of the Reading Class

The last part of TBQTR (Part C) included six statements about the goals of the reading class and the participants were asked to rank them in order of importance from 1 to 6. The responses were analyzed using descriptive statistics and the frequencies and percentages of these responses were calculated. Table 4.10 presents the results for this analysis.

As can be seen from the table, for teaching reading strategies, 41.1% of the teachers stated that it should be the first goal in the reading class. Those who thought that this should be the second goal of the reading class represented 37.9% of all the participants.

As for teaching students how to be successful in a reading exam, which was the second item about the goals of reading lesson in the questionnaire, most of the teachers (64.2%) stated that it should be last goal and 18.9% thought it should be the fifth. However, there were some teachers, although few, who had a belief that this should be the first, second or third goal of a reading lesson.

The next statement, raising students' cultural awareness through reading passages, was ranked as the fifth goal by 30.5% and fourth goal by 27.4% of the teachers. In fact, the responses dispersed the most for this item. The percentage of the teachers who stated that this should be the first and second goal of the reading class was the same by 6.3 percent. In addition, 17.9 percent of the teachers believed that raising cultural awareness should be the last goal.

Enriching students' vocabulary was thought to be the third goal by 38.9% of the participants and 35.85% reported that it should be the second. All of the participants agreed that this should not be the last goal of the reading class. Nearly 14 percent of the teachers ranked it as the first goal, 9.5 percent ranked it as the fourth and 2.1 percent thought it should be the fifth goal.

Teaching the grammar structures within the reading texts, on the other hand, was ranked as the fourth goal by 37.9% of the teachers and 33.7% of them stated it should be the fifth goal. Only 5% of the teachers stated that it should be the first and the second goal, and 12.6% thought it as the third goal. The participants who ranked it as the last represented 10.5 percent of the teachers.

Finally, 37.9% of the teachers stated that making students become fluent readers should be the first goal of the reading class. For this item, 12.6% stated that it should be the second goal, but 23.2 percent of the participants thought it should be the third. The percentage of the teachers who believed that making students fluent readers should be the fourth, fifth or sixth goal of the reading class constituted 26.3 percent of all the participants.

According to the results of the responses about the goals of the reading class, it seems that it is not possible to make a clear cut order from 1 to 6 about the beliefs of teachers related to the goals of a reading class. This may be a result of their experience in teaching reading or the practical knowledge about teaching this skill. The teachers' beliefs about the goal of a reading class might have been affected even by their students' demands from them, especially if they plan their lessons accordingly.

Table 4.10. Teachers' Beliefs about the Goals of the Reading Class

Goals of the Reading Class		1		2		3		4		5		6	
		N	%	N	%	N	%	N	%	N	%	N	%
The reading lessons should aim at	teaching reading strategies	39	**41.1**	36	**37.9**	6	**6.3**	6	**6.3**	6	**6.3**	2	**2.1**
	teaching students how to be successful in a reading exam	1	**1.1**	2	**2.1**	7	**7.4**	6	**6.3**	18	**18.9**	61	**64.2**
	raising cultural awareness through reading passages	6	**6.3**	6	**6.3**	11	**11.6**	26	**27.4**	29	**30.5**	17	**17.9**
	enriching students' vocabulary	13	**13.7**	34	**35.8**	37	**38.9**	9	**9.5**	2	**2.1**	0	**.0**
	teaching the grammar structures within the reading texts	1	**1.1**	4	**4.2**	12	**12.6**	36	**37.9**	32	**33.7**	10	**10.5**
	making students become fluent readers	36	**37.9**	12	**12.6**	22	**23.2**	12	**12.6**	8	**8.4**	5	**5.3**

Note: **1**=rank one; **2**=rank two; **3**=rank three; **4**=rank four; **5**=rank five; **6**=rank six;
N=number of participants responded; **%**=percentage of participants responded

4.2. Comparison of Teachers' Beliefs According to Their Experience in Teaching Reading

The second research question of this study aimed to investigate whether there were any significant differences in teachers' beliefs with reference to their experience in teaching reading. The participants were divided into four groups for the purpose of this analysis. The first group (Group 0) included teachers with no experience in teaching reading. In the second group (Group 1) there were teachers with 1 or 2 terms of experience and in the third group (Group 2) there were teachers with 3-6 terms of experience in teaching reading. The teachers who were in the last group (Group 3) had 7 or more terms of teaching reading experience. In order to investigate the effect of experience in teaching reading on teachers' beliefs, four different groups were compared using one-way ANOVA tests. To understand the source of significant differences between teachers' beliefs post-hoc tests were also computed. The following parts present the results of the aforementioned comparison as an answer to the second research question.

4.2.1. Comparison of Teachers' Beliefs about Teaching Vocabulary

In order to investigate the effect of experience in teaching reading on the teachers' beliefs ANOVA tests were computed. Table 4.11 displays the results of ANOVA tests about the beliefs related to teaching vocabulary.

Table 4.11. Comparison of Teachers' Beliefs about Teaching Vocabulary According to Their Experience in Teaching Reading

No	ETR	N	Strongly Disagree		Disagree		Agree		Strongly Agree		M	SD	F	TukeyHSD		Sig.
			N	%	N	%	N	%	N	%						
2	0	19	0	.0	1	5.3	8	42.1	10	52.6	3.47	.612	1.380			.254
	1	26	0	.0	0	.0	12	46.2	14	53.8	3.54	.508				
	2	28	1	3.6	2	7.1	13	46.4	12	42.9	3.29	.763				
	3	22	0	.0	1	4.5	15	68.2	6	27.3	3.23	.528				
6	0	19	3	15.8	9	47.4	7	36.8	0	.0	2.21	.723	.990			.401
	1	26	1	3.8	20	76.9	4	15.4	1	3.8	2.19	.567				
	2	28	5	17.9	14	50.0	7	25.0	2	7.1	2.21	.833				
	3	22	6	27.3	12	54.5	4	18.2	0	.0	1.91	.684				
11	0	19	0	.0	2	10.5	8	42.1	9	47.4	3.37	.684	2.522			.063
	1	26	1	3.8	0	.0	11	42.3	14	53.8	3.46	.706				
	2	28	1	3.6	2	7.1	16	57.1	9	32.1	3.18	.723				
	3	22	1	4.5	1	4.5	18	81.8	2	9.1	2.95	.575				
21	0	19	0	.0	0	.0	9	47.4	10	52.6	3.53	.513	1.487			.223
	1	26	0	.0	0	.0	16	61.5	10	38.5	3.38	.496				
	2	28	0	.0	0	.0	10	35.7	18	64.3	3.64	.488				
	3	22	0	.0	0	.0	13	59.1	9	40.9	3.41	.503				
48	0	19	10	52.6	9	47.4	0	.0	0	.0	1.47	.513	4.054	0	3	.009**
	1	26	4	15.4	21	80.8	1	3.8	0	.0	1.88	.431				
	2	28	11	39.3	16	57.1	0	.0	1	3.6	1.68	.670				
	3	22	2	9.1	18	81.8	2	9.1	0	.0	2.00	.436				
55	0	19	0	.0	0	.0	10	52.6	9	47.4	3.47	.513	.408			.748
	1	26	0	.0	0	.0	15	57.7	11	42.3	3.42	.504				
	2	28	1	3.6	3	10.7	9	32.1	15	53.6	3.36	.826				
	3	22	0	.0	1	4.5	14	63.6	7	31.8	3.27	.550				
59	0	19	5	26.3	11	57.9	3	15.8	0	.0	1.89	.658	.307			.820
	1	26	6	23.1	17	65.4	2	7.7	1	3.8	1.92	.688				
	2	28	12	42.9	12	42.9	3	10.7	1	3.6	1.75	.799				
	3	22	6	27.3	13	59.1	3	13.6	1	3.6	1.86	.640				

Note: **No**=item no in the questionnaire; **ETR**= Experience in Teaching Reading; **0**=participants with no experience in teaching reading; **1**=participants with 1-2 terms of experience in teaching reading; **2**=participants with 3-6 terms of experience in teaching reading; **3**=participants with 7 or more terms of experience in teaching reading; **M**= Mean; **SD**= standard deviation; **MD**= Mean Difference; **F**=*f*-test value; **Sig.**=significance; *p<.05 **p<.01

The ANOVA results revealed that there was a significant difference at .01 level in Item 48, which suggested that vocabulary *should be dealt separately, not as a part of the reading class*. As the teachers were divided into four groups in terms of their experience in teaching reading, post hoc tests were also computed for Item 48 to find out which groups' means resulted in this highly significant difference. The results of the

post hoc tests showed that the mean scores of Group 0 (M=1.47) and Group 3 (M=2.00) for this item was the cause of this difference. One reason for the difference in the mean scores of the two groups was 9.1% of the teachers who had 7 or more terms of experience in teaching reading (Group 3) agreed with this item while none of the teachers who had no experience (Group 0) agreed with it. Another reason was the degree of teachers' disagreeing with the item. 9.1% of the teachers in Group 3 strongly disagreed and 81.8% only disagreed with this item whereas 52.6% of the teachers in Group 0 strongly disagreed and 47.4% disagreed that vocabulary should be dealt separately, not as part of a reading class'.

Although 100% of the teachers with no experience in teaching reading and 90.9% of the teachers with seven or more terms of experience in teaching this skill were against teaching vocabulary apart from reading lessons, one of the reasons for this highly significant difference may be the teachers choice of disagreeing and strongly disagreeing with the item. Another reason might be that 9.1% of the teachers in Group 3 stated that vocabulary should be dealt separately and this might be because of their own teaching or learning styles. However, these teachers might well be unaware of the fact that teaching vocabulary apart from the reading class will lack the meaningful context necessary for students to learn words (Grabe and Stoller, 2002).

4.2.2. Comparison of Teachers' Beliefs about Teaching Reading Strategies

The computation of ANOVA tests for the responses of the participants in order to find out whether there were significant differences between the beliefs of teachers with reference to their experience in teaching reading is shown in Table 4.12.

Table 4.12. Comparison of Teachers' Beliefs about Strategy Instruction in the Reading Class According to Their Experience in Teaching Reading

No	ETR	N	Strongly Disagree		Disagree		Agree		Strongly Agree		M	SD	F	TukeyHSD		Sig.
			N	%	N	%	N	%	N	%						
5	0	19	0	.0	2	10.5	14	73.7	3	15.8	3.05	.524	2.825	0	1	.043*
	1	26	2	7.7	11	42.3	12	46.2	1	3.8	2.46	.706				
	2	28	1	3.6	13	46.4	12	42.9	2	7.1	2.54	.693				
	3	22	2	9.1	7	31.8	9	40.9	4	18.2	2.68	.894				
28	0	19	1	5.3	1	5.3	11	57.9	6	31.6	3.18	.765	1.004			.395
	1	26	0	.0	1	3.8	19	73.1	6	23.1	3.19	.491				
	2	28	0	.0	1	3.6	14	50.0	13	46.4	3.43	.573				
	3	22	0	.0	2	9.1	11	50.0	9	40.9	3.32	.646				
35	0	19	2	10.5	7	36.8	9	47.4	1	5.3	2.47	.772	.129			.943
	1	26	2	7.7	14	53.8	8	30.8	2	7.7	2.38	.752				
	2	28	2	7.1	12	42.9	14	50.0	0	.0	2.43	.634				
	3	22	0	.0	12	54.5	9	40.9	1	4.5	2.50	.598				
50	0	19	0	.0	2	10.5	13	68.4	4	21.1	3.11	.567	2.049			.113
	1	26	0	.0	4	15.4	14	53.8	8	30.8	3.15	.675				
	2	28	0	.0	0	.0	16	57.1	12	42.9	3.43	.504				
	3	22	0	.0	2	9.1	8	36.4	12	54.5	3.45	.671				
51	0	19	6	31.6	12	63.2	1	5.3	0	.0	1.74	.562	.064			.979
	1	26	7	26.9	17	65.4	2	7.7	0	.0	1.81	.567				
	2	28	9	32.1	17	60.7	1	3.6	1	3.6	1.79	.686				
	3	22	7	31.8	13	59.1	1	4.5	1	4.5	1.82	.733				
61	0	19	0	.0	1	5.3	12	63.2	6	31.6	3.26	.562	1.355			.262
	1	26	0	.0	3	11.5	17	65.4	6	23.1	3.12	.588				
	2	28	1	3.6	0	.0	17	60.7	10	35.7	3.29	.659				
	3	22	0	.0	1	4.5	20	90.9	1	4.5	3.00	.309				

Note: **No**=item no in the questionnaire; **ETR**= Experience in Teaching Reading; **0**=participants with no experience in teaching reading; **1**=participants with 1-2 terms of experience in teaching reading; **2**=participants with 3-6 terms of experience in teaching reading; **3**=participants with 7 or more terms of experience in teaching reading; **M**= Mean; **SD**= standard deviation; **MD**= Mean Difference; **F**=*f*-test value; **Sig.**=significance; ***p**<.05   ****p**<.01

As can be seen in Table 4.12, there was a significant difference at the level of .05 (F=2.825) in one of the items (Item 5) between the teachers' beliefs according to their experience in teaching reading. This item assumed that *the reading strategies should be taught to students implicitly* and the mean scores of the four groups for this item were 3.05 for Group 0, 2.46 for Group 1, 2.54 for Group 2 and 2.68 for Group 3. Post hoc tests were also computed for this item in order to investigate this significant difference by doing multiple comparisons between the groups. The results of the post hoc tests indicated that the difference was due to the mean scores of Group 0 (M=3.05)

and Group 1 (M=2.46). None of the teachers who had no experience in teaching reading (Group 0) stated they strongly disagreed and only 10.5% of them disagreed with this item. However, 7.7% of the teachers who had 1-2 terms of experience in teaching reading (Group 1) strongly disagreed and 42.3% of them disagreed with the item. Those who agreed with this statement in Group 0 constituted 73.7% within the group and 15.8% in this group stated they strongly agreed. In Group 1, on the contrary, 46.2% agreed and only 3.8% strongly agreed with Item 5.

When the percentages of the responses to Item 5 in the other two groups are also considered, it can be seen that forty to fifty percent of the teachers who had experience in teaching reading ranging from 3 to 16 terms were against the belief that strategies should be taught implicitly. Likewise, fifty percent of the teachers who had only one or two terms of experience in teaching reading were against this belief. However, only 10% of the teachers who had no experience in teaching reading agreed with them. This may be due to the teachers' practices in the classroom which led them believe explicit teaching in terms of strategy instruction was more useful and effective for the students. The effectiveness of teaching the reading strategies explicitly with direct explanation is also emphasized in the field (Song, 1998).

4.2.3. Comparison of Teachers' Beliefs about Reading Material

When the teachers' beliefs about the reading material were compared through ANOVA tests with reference to their experience in teaching reading, no significant differences were determined in terms of their mean scores. Table 4.13 presents the results for the ANOVA tests. As can be seen from the table, the percentages of the responses show that most of the teachers have similar beliefs about the reading material.

Table 4.13. Comparison of Teachers' Beliefs about Reading Material According to Their Experience in Teaching Reading

No	ETR	N	Strongly Disagree		Disagree		Agree		Strongly Agree		M	SD	F	Sig.
			N	%	N	%	N	%	N	%				
10	0	19	0	.0	4	21.1	12	63.2	3	15.8	2.95	.621	.132	.941
	1	26	0	.0	4	15.4	19	73.1	3	11.5	2.96	.528		
	2	28	0	.0	4	14.3	20	71.4	4	14.3	3.00	.544		
	3	22	0	.0	3	13.6	15	68.2	4	18.2	3.05	.575		
12	0	19	0	.0	1	5.3	10	52.6	8	42.1	3.37	.597	.207	.891
	1	26	0	.0	2	7.7	14	53.8	10	38.5	3.31	.618		
	2	28	0	.0	3	10.7	15	53.6	10	35.7	3.25	.646		
	3	22	0	.0	3	13.6	11	50.0	8	36.4	3.23	.685		
14	0	19	1	5.3	9	47.4	4	21.1	5	26.3	2.68	.946	.173	.914
	1	26	0	.0	11	42.3	12	46.2	3	11.5	2.69	.679		
	2	28	0	.0	12	42.9	10	35.7	6	21.4	2.79	.787		
	3	22	0	.0	7	31.8	12	54.5	3	13.6	2.82	.665		
40	0	19	5	26.3	9	47.4	5	26.3	0	.0	2.00	.745	1.056	.372
	1	26	0	.0	21	80.8	4	15.4	1	3.8	2.23	.514		
	2	28	3	10.7	19	67.9	5	17.9	1	3.6	2.14	.651		
	3	22	3	13.6	17	77.3	2	9.1	0	.0	1.95	.486		
53	0	19	1	5.3	2	10.5	13	68.4	3	15.8	2.95	.705	.049	.985
	1	26	1	3.8	3	11.5	18	69.2	4	15.4	2.96	.662		
	2	28	2	7.1	5	17.9	15	53.6	6	21.4	2.89	.832		
	3	22	0	.0	6	27.3	12	54.5	4	18.2	2.91	.684		
54	0	19	0	.0	0	.0	10	52.6	9	47.4	3.47	.513	1.201	.314
	1	26	0	.0	2	7.7	13	50.0	11	42.3	3.35	.629		
	2	28	0	.0	4	14.3	13	46.4	11	39.3	3.25	.701		
	3	22	0	.0	1	4.5	17	77.3	4	18.2	3.14	.468		
57	0	19	0	.0	4	21.1	11	57.9	4	21.1	3.00	.667	1.598	.195
	1	26	1	3.8	3	11.5	16	61.5	6	23.1	3.04	.720		
	2	28	0	.0	5	17.9	17	60.7	6	21.4	3.04	.637		
	3	22	0	.0	8	36.4	13	59.1	1	4.5	2.68	.568		
60	0	19	0	.0	1	5.3	3	15.8	15	78.9	3.74	.562	2.605	.057
	1	26	0	.0	0	.0	7	26.9	19	73.1	3.73	.452		
	2	28	0	.0	1	3.6	11	39.3	16	57.1	3.54	.576		
	3	22	0	.0	0	.0	14	63.6	8	36.4	3.36	.492		

Note: **No=**item no in the questionnaire; **ETR=** Experience in Teaching Reading; **0=**participants with no experience in teaching reading; **1=**participants with 1-2 terms of experience in teaching reading; **2=**participants with 3-6 terms of experience in teaching reading; **3=**participants with 7 or more terms of experience in teaching reading; **M=** Mean; **SD=** standard deviation; **MD=** Mean Difference; **F=**f-test value; **Sig.=**significance; ***p<**.05   ****p<**.01

4.2.4. Comparison of Teachers' Beliefs about Reading Aloud

To determine whether there were any significant differences between the participants' beliefs about reading aloud according to their experience in teaching reading, ANOVA tests were computed for the responses about reading aloud. The results are shown in Table 4.14.

Table 4.14. Comparison of Teachers' Beliefs about Reading Aloud According to Their Experience in Teaching Reading

No	ETR	N	Strongly Disagree		Disagree		Agree		Strongly Agree		M	SD	F	TukeyHSD		Sig.
			N	%	N	%	N	%	N	%						
15	0	19	0	.0	6	31.6	9	47.4	4	21.1	2.89	.737	.298			.827
	1	26	0	.0	6	23.1	17	65.4	3	11.5	2.88	.588				
	2	28	0	.0	6	21.4	18	64.3	4	14.3	2.93	.604				
	3	22	0	.0	4	18.2	13	59.1	5	22.7	3.05	.653				
17	0	19	1	5.3	11	57.9	4	21.1	3	15.8	2.47	.841	2.630			.055
	1	26	1	3.8	13	50.0	12	46.2	0	.0	2.42	.578				
	2	28	2	7.1	15	53.6	10	35.7	1	3.6	2.36	.678				
	3	22	5	22.7	13	59.1	4	18.2	0	.0	1.95	.653				
20	0	19	0	.0	3	15.8	11	57.9	5	26.3	3.11	.658	3.780	3	1	.029*
	1	26	0	.0	1	3.8	20	76.9	5	19.2	3.15	.464			2	.017*
	2	28	1	3.6	2	7.1	16	57.1	9	32.1	3.19	.723				
	3	22	1	4.5	7	31.8	13	59.1	1	4.5	2.64	.658				
36	0	19	3	15.8	6	31.6	8	42.1	2	10.5	2.47	.905	.364			.779
	1	26	1	3.8	13	50.0	10	38.5	2	7.7	2.50	.707				
	2	28	3	10.7	10	35.7	13	46.4	2	7.1	2.50	.793				
	3	22	0	.0	8	36.4	13	59.1	1	4.5	2.68	.568				
47	0	19	3	15.8	14	73.7	2	10.5	0	.0	1.95	.524	.794			.500
	1	26	3	11.5	14	53.8	9	34.6	0	.0	2.23	.652				
	2	28	7	25.0	12	42.9	9	32.1	0	.0	2.07	.766				
	3	22	2	9.1	17	77.3	3	13.6	0	.0	2.05	.486				
49	0	19	1	5.3	3	15.8	13	68.4	2	10.5	2.84	.688	1.746			.163
	1	26	0	.0	3	11.5	23	88.5	0	.0	2.88	.326				
	2	28	1	3.6	7	25.0	17	60.7	3	10.7	2.79	.686				
	3	22	2	9.1	8	36.4	11	50.0	1	4.5	2.50	.740				

Note: **No**=item no in the questionnaire; **ETR**= Experience in Teaching Reading; **0**=participants with no experience in teaching reading; **1**=participants with 1-2 terms of experience in teaching reading; **2**=participants with 3-6 terms of experience in teaching reading; **3**=participants with 7 or more terms of experience in teaching reading; **M**= Mean; **SD**= standard deviation; **MD**= Mean Difference; **F**=f-test value; **Sig.**=significance; *p<.05   **p<.01

According to the ANOVA results, there was a significant difference only in one of the items (Item 20) which was "*teachers' reading aloud gives a chance for students to hear the correct pronunciation of the words*". Post hoc tests were computed to determine the groups which caused this significant difference. The results of the multiple comparisons revealed that the mean score of the teachers who had 7 or more terms of experience in teaching reading (Group 3; M=2.64) differed significantly from that of the teachers who had 3 to 6 terms of experience (Group 2; M=3.19) and those who had 1 to 2 terms of experience in teaching reading (Group 1; M=3.15).

The percentages of the responses to this item in each group supported this significant difference. 4.5% of the teachers who had seven or more terms of experience in teaching reading strongly disagreed and 31.8% of them disagreed with this item. In other groups, however, it was far below than that. None of the teachers who had 1-2 terms of experience (Group 1) reported they strongly disagreed and only 3.8% of them disagreed. 3.6% of the teachers who had 3-6 terms of experience (Group 2) strongly disagreed and 7.1% of them disagreed with the item. As for those who supported this belief, in total 96.2% of the teachers in Group 1 agreed/strongly agreed and 89.3% of the teachers in Group 2 agreed/strongly agreed, while 63.6% of the teachers in Group 3 agreed/strongly agreed with Item 20.

The reason for the significant difference between the beliefs of the teachers in this item might be that of the teachers with the most experience in teaching reading not preferring to read the reading texts aloud for the students whereas the others with less experience might apply it in their classes. As it was discussed in section 4.1, these teachers might have been affected from the teachers' practices who taught them when they were students.

4.2.5. Comparison of Teachers' Beliefs about Focus on Grammar in the Reading Class

When the teachers' beliefs about focusing on grammar in the reading class were compared through one-way ANOVA, the results showed that there was a significant difference between the teachers' beliefs according to their experience in teaching reading in one of the items (Item 9) at the level of .05. Table 4.15 shows the results of the ANOVA tests.

Table 4.15. Comparison of Teachers' Beliefs about Focus on Grammar
According to Their Experience in Teaching Reading

No	ETR	N	Strongly Disagree		Disagree		Agree		Strongly Agree		M	SD	F	TukeyHSD		Sig.
			N	%	N	%	N	%	N	%						
7	0	19	4	21.1	11	57.9	3	15.8	1	5.3	2.05	.780	1.403			.247
	1	26	2	7.7	14	53.8	9	34.6	1	3.8	2.35	.689				
	2	28	1	3.6	18	64.3	5	17.9	4	14.3	2.43	.790				
	3	22	1	4.5	18	81.8	2	9.1	1	4.5	2.14	.560				
9	0	19	0	.0	6	31.6	12	63.2	1	5.3	2.74	.562	3.297	0	2	.024*
	1	26	1	3.8	10	38.5	14	53.8	1	3.8	2.58	.643				
	2	28	2	7.1	17	60.7	9	32.1	0	.0	2.25	.585				
	3	22	1	4.5	13	59.1	8	36.4	0	.0	2.32	.568				
45	0	19	2	10.5	14	73.7	3	15.8	0	.0	2.05	.524	.608			.612
	1	26	0	.0	22	84.6	4	15.4	0	.0	2.15	.368				
	2	28	6	21.4	18	64.3	3	10.7	1	3.6	1.96	.693				
	3	22	1	4.5	19	86.4	2	9.1	0	.0	2.05	.375				
52	0	19	1	5.3	7	36.8	9	47.4	2	10.5	2.63	.761	.091			.965
	1	26	1	3.8	10	38.5	15	57.7	0	.0	2.54	.582				
	2	28	1	3.6	11	39.3	14	50.0	2	7.1	2.61	.685				
	3	22	0	.0	9	40.9	13	59.1	0	.0	2.59	.503				

Note: **No**=item no in the questionnaire; **ETR**= Experience in Teaching Reading; **0**=participants with no experience in teaching reading; **1**=participants with 1-2 terms of experience in teaching reading; **2**=participants with 3-6 terms of experience in teaching reading; **3**=participants with 7 or more terms of experience in teaching reading; **M**= Mean; **SD**= standard deviation; **MD**= Mean Difference; **F**=*f*-test value; **Sig.**=significance; ***p**<.05   ****p**<.01

The significant difference was in Item 9, which included the belief that *the structures unknown by the students in a reading text should be taught to student before they read the text.* The post hoc tests which were computed for the significantly different item indicated that the difference was due to the mean difference between Group 0 (M=2.74) and Group 2 (M=2.25). The teachers in the former group, who had no experience in teaching reading, had a tendency of agreeing with the belief that the structures unknown by the students in a reading text should be taught prior to reading. The teachers in the latter group, who had 3-6 terms of experience in teaching reading, on the contrary, had a tendency of disagreeing with the statement, which explains the significant difference between the two groups.

Although there was no significant difference between the other groups, the percentages of the responses show that the teachers with only one or two terms of experience in teaching reading (Group 1) had similar beliefs to the ones with no

experience (Group 0). On the other hand, teachers with more than six terms of experience in teaching reading (Group 3) had similar beliefs about Item 9 to the ones with three to six terms of experience (Group 2). These results may mean that the teachers with no experience in teaching reading might think it is not possible for the students to comprehend a text which includes grammatical structures unknown by the students. Accordingly, they might believe that those structures should be taught to students prior to reading in order to help students comprehend the text. Likewise, teachers in Group 1 may have similar beliefs because of the same reason. However, teachers who had more experience than those in the first two groups could be aware of the fact that reading comprehension does not require knowing all the structures that are present in a reading text.

4.2.6. Comparison of Teachers' Beliefs about Lesson Procedure

In order to find out whether there were any significant differences between the participants' beliefs about the lesson procedure in the reading class according to their experience in teaching reading one-way ANOVA tests were computed, but the results showed no significant difference about the teachers' beliefs related to the lesson procedure. The results of the ANOVA tests are presented in Table 4.16.

**Table 4.16. Comparison of Teachers' Beliefs about Lesson Procedure
According to Their Experience in Teaching Reading**

No	ETR	N	Strongly Disagree		Disagree		Agree		Strongly Agree		M	SD	F	Sig.
			N	%	N	%	N	%	N	%				
1	0	19	0	.0	0	.0	4	21.1	15	78.9	3.79	.419		
	1	26	0	.0	0	.0	5	19.2	21	80.8	3.81	.402	.291	.832
	2	28	1	3.6	0	.0	2	7.1	25	89.3	3.82	.612		
	3	22	0	.0	0	.0	2	9.1	29	90.9	3.91	.294		
4	0	19	6	31.6	12	63.2	1	5.3	0	.0	1.74	.562		
	1	26	9	34.6	14	53.8	3	11.5	0	.0	1.77	.652	.166	.919
	2	28	9	32.1	16	57.1	2	7.1	1	3.6	1.82	.723		
	3	22	5	22.7	15	68.2	2	9.1	0	.0	1.86	.560		
19	0	19	0	.0	5	26.3	6	31.6	8	42.1	3.16	.834		
	1	26	0	.0	2	7.7	20	76.9	4	15.4	3.08	.484	.353	.787
	2	28	0	.0	5	17.9	14	50.0	9	32.1	3.14	.705		
	3	22	0	.0	2	9.1	12	54.5	8	36.4	3.27	.631		
24	0	19	0	.0	5	26.3	11	57.9	3	15.8	2.89	.658		
	1	26	0	.0	2	7.7	18	69.2	6	23.1	3.15	.543	1.024	.386
	2	28	1	3.6	4	14.3	19	67.9	4	14.3	2.93	.663		
	3	22	0	.0	2	9.1	16	72.7	4	18.2	3.09	.526		
29	0	19	0	.0	2	10.5	9	47.4	8	42.1	3.32	.671		
	1	26	0	.0	4	15.4	14	53.8	8	30.8	3.15	.675	.617	.606
	2	28	1	3.6	1	3.6	14	50.0	12	42.9	3.32	.723		
	3	22	0	.0	1	4.5	11	50.0	10	45.5	3.41	.590		
32	0	19	0	.0	7	36.8	11	57.9	1	5.3	2.68	.582		
	1	26	1	3.8	7	26.9	15	57.7	3	11.5	2.77	.710	.298	.827
	2	28	1	3.6	5	17.9	19	67.9	3	10.7	2.86	.651		
	3	22	0	.0	6	27.3	14	63.6	2	9.1	2.82	.588		
33	0	19	0	.0	1	5.3	9	47.4	9	47.4	3.42	.607		
	1	26	0	.0	0	.0	14	53.8	12	46.2	3.46	.508	1.735	.165
	2	28	0	.0	2	7.1	4	14.3	22	78.6	3.71	.600		
	3	22	0	.0	0	.0	7	31.8	15	68.2	3.68	.477		
37	0	19	0	.0	0	.0	7	36.8	12	63.2	3.63	.496		
	1	26	0	.0	0	.0	9	34.6	17	65.4	3.65	.485	.367	.777
	2	28	0	.0	0	.0	8	28.6	20	71.4	3.71	.460		
	3	22	1	4.5	1	4.5	5	22.7	15	68.2	3.55	.800		
38	0	19	0	.0	2	10.5	15	78.9	2	10.5	3.00	.471		
	1	26	0	.0	3	11.5	16	61.5	7	26.9	3.15	.613	.402	.752
	2	28	1	3.6	1	3.6	19	67.9	7	25.0	3.14	.651		
	3	22	0	.0	1	4.5	16	72.7	5	22.7	3.18	.501		
41	0	19	0	.0	3	15.8	7	36.8	9	47.4	3.32	.749		
	1	26	0	.0	2	7.7	19	73.1	5	19.2	3.12	.516	.819	.487
	2	28	1	3.6	6	21.4	13	46.4	8	28.6	3.00	.817		
	3	22	0	.0	3	13.6	14	63.6	5	22.7	3.09	.610		

Note: **No**=item no in the questionnaire; **ETR**= Experience in Teaching Reading; **0**=participants with no experience in teaching reading; **1=**participants with 1-2 terms of experience in teaching reading; **2=**participants with 3-6 terms of experience in teaching reading; **3=**participants with 7 or more terms of experience in teaching reading; **M**= Mean; **SD**= standard deviation; **MD**= Mean Difference; **F**=f-test value; **Sig.**=significance; ***p**<.05   ****p**<.01

4.2.7. Comparison of Teachers' Beliefs about Extensive Reading

The ANOVA results which can be seen in Table 4.17 showed that teachers' beliefs differed significantly in one of the items about extensive reading (Item 16) according to their experience in teaching reading. The item suggested that *extensive reading material should be below the students' language proficiency level* and the mean scores for the item showed that there was a tendency of disagreeing with the item. The post hoc tests were computed for this item and the results indicated that the significant difference was due to the difference between the mean scores of Group 0 and Group 2. Teachers with no experience in teaching reading had a mean score of 1.74, while the teachers who had 3-6 terms of experience had a mean score of 2.32. Hence, the mean difference between these two groups was found to be significantly different at the level of .05.

The teachers with no experience in teaching reading had the lowest mean score among the four groups although the tendency in all the groups was disagreeing with the item. In other words, the teachers were against the belief in general that extensive reading material should be below the language proficiency level; however, teachers with no experience in teaching reading, with only one exception, disagreed with this belief the most among the four groups, which caused the significant difference. The reason for this significant difference might be an idea behind the teachers' beliefs. They might have thought that students should read materials either at their levels or above their levels in order to improve their vocabulary, reading skills, and language skills in general. However, it is suggested in the literature that extensive reading material should be below the students' level (Day and Bamford, 1998), in which case they do not struggle with the unknown vocabulary and grammatical structures in the material and extensive reading serves its real purpose: enjoyable reading.

**Table 4.17. Comparison of Teachers' Beliefs about Extensive Reading
According to Their Experience in Teaching Reading**

No	ETR	N	Strongly Disagree		Disagree		Agree		Strongly Agree		M	SD	F	TukeyHSD		Sig.
			N	%	N	%	N	%	N	%						
13	0	19	0	.0	6	31.6	12	63.2	1	5.3	2.74	.562	1.224			.306
	1	26	1	3.8	9	34.6	14	53.8	2	7.7	2.65	.689				
	2	28	2	7.1	15	53.6	9	32.1	2	7.1	2.39	.737				
	3	22	1	4.5	10	45.5	10	45.5	1	4.5	2.50	.673				
16	0	19	6	31.6	12	63.2	1	5.3	0	.0	1.74	.562	3.470	0 2		.019*
	1	26	2	7.7	21	80.8	3	11.5	0	.0	2.04	.445				
	2	28	3	10.7	15	53.6	8	28.6	2	7.1	2.32	.772				
	3	22	3	13.6	12	54.5	7	31.8	0	.0	2.18	.665				
23	0	19	0	.0	1	5.3	14	73.7	4	21.1	3.16	.501	.484			.694
	1	26	0	.0	4	15.4	16	61.5	6	23.1	3.08	.628				
	2	28	0	.0	3	10.7	19	67.9	6	21.4	3.11	.567				
	3	22	1	4.5	1	4.5	18	81.8	2	9.1	2.95	.575				
26	0	19	1	5.3	3	15.8	11	57.9	4	21.1	2.95	.780	2.281			.085
	1	26	0	.0	4	15.4	21	80.8	1	3.8	2.88	.431				
	2	28	1	3.6	10	35.7	16	57.1	1	3.6	2.61	.629				
	3	22	2	9.1	6	27.3	14	63.6	0	.0	2.55	.671				
27	0	19	1	5.3	4	21.1	11	57.9	3	15.8	2.84	.765	.997			.398
	1	26	0	.0	3	11.5	19	73.1	4	15.4	3.04	.528				
	2	28	0	.0	5	17.9	22	78.6	1	3.6	2.86	.448				
	3	22	1	4.5	3	13.6	18	81.8	0	.0	2.77	.528				
30	0	19	1	5.3	10	52.6	6	31.6	2	10.5	2.47	.772	.536			.659
	1	26	1	3.8	17	65.4	7	26.9	1	3.8	2.31	.618				
	2	28	1	3.6	17	60.7	8	28.6	2	7.1	2.39	.685				
	3	22	0	.0	12	54.5	8	36.4	2	9.1	2.55	.671				
34	0	19	0	.0	1	5.3	10	52.6	8	42.1	3.37	.597	1.383			.253
	1	26	0	.0	0	.0	11	42.3	15	57.7	3.58	.504				
	2	28	0	.0	0	.0	13	46.4	15	53.6	3.54	.508				
	3	22	0	.0	0	.0	15	68.2	7	31.8	3.32	.477				
58	0	19	7	36.8	12	63.2	0	.0	0	.0	1.63	.496	.275			.843
	1	26	9	34.6	16	61.5	1	3.8	0	.0	1.69	.549				
	2	28	13	46.4	13	46.4	1	3.6	1	3.6	1.64	.731				
	3	22	5	22.7	17	77.3	0	.0	0	.0	1.77	.429				

Note: **No=**item no in the questionnaire; **ETR=** Experience in Teaching Reading; **0=**participants with no experience in teaching reading; **1=**participants with 1-2 terms of experience in teaching reading; **2=**participants with 3-6 terms of experience in teaching reading; **3=**participants with 7 or more terms of experience in teaching reading; **M=** Mean; **SD=** standard deviation; **MD=** Mean Difference; **F=**f-test value; **Sig.=**significance; ***p<**.05   ****p<**.01

4.2.8. Comparison of Teachers' Beliefs about L1 Use

In terms of their experience in teaching reading, the participants' beliefs about L1 use in the reading class did not differ significantly as the results of the ANOVA tests indicated. The results are presented in Table 4.18.

Table 4.18. Comparison of Teachers' Beliefs about L1 Use in the Reading Class According to Their Experience in Teaching Reading

No	ETR	N	Strongly Disagree		Disagree		Agree		Strongly Agree		M	SD	F	Sig.
			N	%	N	%	N	%	N	%				
3	0	19	0	.0	13	68.4	5	26.3	1	5.3	2.37	.597	1.460	.231
	1	26	2	7.7	20	76.9	4	15.4	0	.0	2.08	.484		
	2	28	6	21.4	17	60.7	4	14.3	1	3.6	2.00	.720		
	3	22	3	13.6	14	63.6	5	22.7	0	.0	2.09	.610		
8	0	19	4	21.1	12	63.2	2	10.5	1	5.3	2.00	.745	1.469	.228
	1	26	1	3.8	13	50.0	12	46.2	0	.0	2.42	.578		
	2	28	3	10.7	17	60.7	6	21.4	2	7.1	2.25	.752		
	3	22	1	4.5	14	63.6	6	27.3	1	4.5	2.32	.646		
25	0	19	1	5.3	9	47.4	7	36.8	2	10.5	2.53	.772	.800	.497
	1	26	2	7.7	13	50.0	10	38.5	1	3.8	2.38	.697		
	2	28	2	7.1	16	57.1	9	32.1	1	3.6	2.32	.670		
	3	22	1	4.5	7	31.8	14	63.6	0	.0	2.59	.590		
31	0	19	0	.0	6	31.6	13	68.4	0	.0	2.68	.478	1.067	.367
	1	26	2	7.7	10	38.5	13	50.0	1	3.8	2.50	.707		
	2	28	1	3.6	4	14.3	23	82.1	0	.0	2.79	.499		
	3	22	1	4.5	6	27.3	14	63.6	1	4.5	2.68	.646		

Note: **No**=item no in the questionnaire; **ETR**= Experience in Teaching Reading; **0**=participants with no experience in teaching reading; **1**=participants with 1-2 terms of experience in teaching reading; **2**=participants with 3-6 terms of experience in teaching reading; **3**=participants with 7 or more terms of experience in teaching reading; **M**= Mean; **SD**= standard deviation; **MD**= Mean Difference; **F**=*f*-test value; **Sig.**=significance; *****p**<.05   ******p**<.01

4.2.9. Comparison of Teachers' Beliefs about Fluent Reading

The results of the ANOVA tests computed to determine whether there were any significant differences in the teachers' beliefs according to their experience in teaching reading showed that one of the items (Item 18) about fluent reading differed significantly at the level of .05. The results are presented in Table 4.19.

**Table 4.19. Comparison of Teachers' Beliefs about Fluent Reading
According to Their Experience in Teaching Reading**

No	ETR	N	Strongly Disagree		Disagree		Agree		Strongly Agree		M	SD	F	TukeyHSD		Sig.
			N	%	N	%	N	%	N	%						
18	0	19	2	10.5	12	63.2	5	26.3	0	.0	2.16	.602	3.185	1	2	.028*
	1	26	2	7.7	12	46.2	11	42.3	1	3.8	2.42	.703				
	2	28	6	21.4	18	64.3	4	14.3	0	.0	1.93	.604				
	3	22	2	9.1	17	77.3	3	13.6	0	.0	2.05	.486				
22	0	19	0	.0	3	15.8	11	57.9	5	26.3	3.11	.658	1.318			.273
	1	26	0	.0	8	30.8	16	61.5	2	7.7	2.77	.587				
	2	28	1	3.6	8	28.6	13	46.4	6	21.4	2.86	.803				
	3	22	1	4.5	8	36.4	10	45.5	3	13.6	2.68	.780				
43	0	19	0	.0	9	47.4	10	52.6	0	.0	2.53	.513	1.116			.347
	1	26	1	3.8	6	23.1	17	65.4	2	7.7	2.77	.652				
	2	28	1	3.6	8	28.6	19	67.9	0	.0	2.64	.559				
	3	22	0	.0	11	50.0	11	50.0	0	.0	2.50	.512				

Note: **No**=item no in the questionnaire; **ETR**= Experience in Teaching Reading; **0**=participants with no experience in teaching reading; **1**=participants with 1-2 terms of experience in teaching reading; **2**=participants with 3-6 terms of experience in teaching reading; **3**=participants with 7 or more terms of experience in teaching reading; **M**= Mean; **SD**= standard deviation; **MD**= Mean Difference; **F**=f-test value; **Sig.**=significance; *p<.05   **p<.01

The results of the post hoc tests computed for this item showed that the difference was due the mean scores of Group 1 (M=2.42) and Group 2 (M=1.93). The item was that *students do not need to be fluent readers in an EFL context* and the teachers in Group 1, who had 1-2 terms of experience in teaching reading, disagreed with this item by 46.2% and strongly disagreed by 7.7%. On the other hand, the teachers in Group 2, who had 3-6 terms of experience in teaching reading disagreed by 64.3% and strongly disagreed by 21.4%. The percentages, too, showed that Group 2 disagreed more with the item, which justifies the significant difference between the two groups. This might be a result of the teachers' practices in their classes, which means that the ones in Group 2 have focused more on fluent reading and they might have seen the positive effects of it. The teachers in Group 1 agreed the most with the item (about 46%) when compared with the other three groups. They might have had this belief depending on their interpretation of fluent reading. In the literature, it is pointed out that fluent readers apply appropriate reading skills and strategies and comprehend the texts better (Grabe and Stoller, 2001).

4.3. Summary of the Results

The analysis of the data for the first research question, which aimed at exploring teachers' beliefs about teaching reading, revealed that the teachers had mostly similar beliefs and some different ones about teaching reading. In terms of vocabulary teaching in the reading class, over ninety percent of the teachers had similar beliefs about five items out of seven and about eighty-six percent of the teachers had similar beliefs about one of the other two items. One of the beliefs with which nearly all of the teachers agreed was that the reading text should include vocabulary that is appropriate to the students' level. Another belief was that the reading text should not include too many unknown words and it was again agreed by over ninety percent of the teachers. Similarly all of the teachers thought that students do not need to know all the new words in a text to comprehend it and except a five percent they stated that only the key words that are essential to comprehend the text should be taught to students. Almost all of the teachers had the same belief about teaching vocabulary apart from reading lessons: they were against this. Another statement which the teachers were against by about eighty-six percent included the belief that students should be told to look up the unknown words before coming to class. When compared to others, only one of the items about teaching vocabulary was responded differently by about twenty-six percent of the teachers. That item suggested students would be more interested in reading a text if they are taught the meaning of all the new words.

Beliefs about reading strategy instruction were again mostly alike. The results revealed that on four of the six items, over ninety percent of the teachers' beliefs were alike. Those beliefs were: students should have a repertoire of strategies to make meaning out of a text; students should be taught to use different reading strategies for different kinds of texts; the teachers modeling the use of strategies is the best way to teach them; and it is not possible to teach reading strategies to low level students. Nearly all of the teachers agreed or strongly agreed with the first three beliefs, while they disagreed or strongly disagreed with the fourth one. For the other two items, while about half of the teachers stated their beliefs on one side of the scale, the other half stated their beliefs on the opposite side. These beliefs were: reading strategies should be taught to students implicitly; and students can comprehend a text without being taught any reading strategies.

There were eight statements in the questionnaire about the reading material, three of which received similar responses by nearly all of the teachers. One of these statements was that the reading material should be interesting for the students and almost ninety-eight percent was for this belief. The second of these statements suggested that the length of the reading text should be appropriate to the students' level and nearly ninety-three percent supported this belief. The third statement on which about ninety percent of the teachers agreed included the belief that the teacher should bring different text to the classroom instead of using a particular book. In addition to these three statements, four other items received similar responses by about seventy-eight to eighty-nine percent of the teachers. The beliefs in those four items were: students should be allowed to choose the topics that they want to read; the comprehension of simplified texts is harder than the comprehension of authentic texts; the use of authentic materials depends on the students' level; and reading texts including the target culture should not be overused in the reading class. For one of the items about the reading material which was "the reading material to be used in the reading class should be authentic at all levels", the teachers had different beliefs: about forty-two percent disagreed and about fifty-eight percent agreed with it.

As for reading aloud, about none of the six items the teachers' beliefs were similar by over ninety percent. Only for one of the items, out of six, about eighty-four percent of the teachers stated similar beliefs and that item was about the positive effect of the teacher's reading aloud on students' hearing the correct pronunciation of the words. For three other items, in contrast to the most of the teachers, a twenty-three percent did not agree that reading aloud hinders students' reading comprehension; a twenty-percent agreed that students' reading aloud increases the number of the students involved in the lesson; and a twenty-six percent did not agree that students reading aloud improves their pronunciation. The other two items included the beliefs that reading aloud in the reading class is a waste of time and reading aloud is one of the skills that should be focused on in language learning. For both of these two items, half of the teachers had opposing beliefs to the others.

There were four items about focusing on grammar in the reading class and for two of them half of the teachers stated that they supported these beliefs while the other half were against them. These beliefs were: If there are structures unknown by the

students in a reading text, they should be taught prior to reading; and in reading classes, the reading texts should also be used to practice grammar structures. For another item about focusing on grammar in the reading class which was "grammatical structures in a reading text should never be the concern of the reading teacher", about seventy-three percent of the teachers stated that they were against this belief, while twenty-seven percent agreed with it. About eighty-six percent of the teachers were on the same side in terms of their beliefs about one of the items in this part. The belief in this item was that reading texts should not include the structures unknown by the students and only about fourteen percent agreed with this belief.

The results for the beliefs about lesson procedure in the reading class showed that nearly all (over ninety percent) of the teachers' beliefs were similar about six of the ten items. The majority of the teachers believed that pre-reading activities help students understand the text more easily, comprehension questions should not focus on every detail, warm-up in the reading lesson should be related to the topic of the text, students should be taught how to use dictionaries in the reading class, students should always be given a purpose to read, and without background knowledge it is difficult for students to understand a text. Three of the other four items were responded similarly by about eighty-five percent of the teachers, while fifteen percent had opposing beliefs to them. These statements included the beliefs that the reading teacher should always do a post-reading activity; before students read the text the teacher should tell them what they are going to read about; and students should be encouraged to use their dictionaries in the reading class. For one of the items which was "before reading the text, students should be told the text type they are going to read", the percentages of the teachers on agreeing and disagreeing sides were about seventy-two to twenty-eight.

Another topic in the questionnaire was extensive reading and there were eight statements about it. The teachers responded to three of those items similarly by ninety percent or over. Almost all of the teachers believed that extensive reading is helpful in learning a foreign language, and almost hundred percent agreed that students learn more words by reading extensively. They also believed by ninety percent that extensive reading makes students more confident in class. In addition to these three items, there were two items about which nearly eighty percent of the teachers had similar beliefs. One of these items suggested that extensive reading material should be below the

students' level, which eighty percent of the teachers disagreed with; and the other suggested that extensive reading should be guided by the reading teacher, with which about eighty percent agreed. Another item about extensive reading was related to the evaluation of it. Nearly seventy percent of the teachers were in favor of evaluating students' work in extensive reading. For another item, the percentage of the teachers who thought that extensive reading is more helpful than intensive reading constituted about forty percent of all. Finally, half of the teachers believed that extensive reading material should be chosen by the teacher at lower levels, while the others were against this belief.

The results for the teachers' beliefs about L1 use in the reading class showed that teachers had different beliefs. The teachers agreed most on one of the items about L1 use which included the belief that translation techniques can be used at all levels to facilitate their reading comprehension. Seventy-nine percent of the teachers were against this belief, while twenty-one percent agreed with it. For the other items, the results revealed that while about thirty or forty percent of the teachers believed something, the rest believed the opposite. The beliefs that the use of L1 helps students at any level to become competent readers and that the teacher may use L1 in the pre-reading stage to engage students in the topic were supported by the same percentage (nearly sixty-eight percent) of the teachers, while thirty-percent of them were against these beliefs. Last, the use of L1 in reading lessons while teaching vocabulary was supported by forty-four percent, whereas a fifty-six percent were against it.

Fluent reading was another component of the questionnaire and the results revealed that teachers had different beliefs about the related items. About seventy-five percent of the teachers did not believe that students need to be fluent readers in an EFL context, while the other twenty-five percent were against this. For another item, sixty-two percent believed that reading fluently helps students comprehend a text better. As for the last item about fluent reading, almost sixty-nine percent of the teachers stated that they believed students who cannot read fluently can understand a text as well as those who can read fluently.

On the overall, the teachers had similar beliefs about most of the items related to teaching vocabulary in the reading class, strategy training, reading material, and the lesson procedure. In contrast, their beliefs about reading aloud, focusing on grammar in

the reading class, extensive reading, L1 use and fluent reading showed differences. These differences might have been resulted from a variety of factors, such as their teaching experiences in the classroom, their previous experiences as students, the curriculum they were following at their school, and their students' demands.

As for the teachers' beliefs about the goals of a reading class, the percentages of the responses were varied so that it was not possible to make a certain order of the statements according to the teachers' beliefs. However, it can be seen from Table 4.10 that the teachers had a common belief that teaching reading strategies should be the first or second goal of the reading class. According to the percentages, making students become fluent readers can take the second place as almost thirty-eight percent of the participants thought it should be the first goal. Enriching students' vocabulary, which was ranked nearly with equal percentages as the second and the third goal, can be placed at the third rank and teaching the grammar structures within the reading text could be determined as the fourth goal. Raising cultural awareness of the students can be placed as the fifth, receiving more responses for the fifth place. Finally, all the teachers believed that teaching students how to be successful in a reading exam should be the last goal of the reading class.

In order to be able to answer the second research question of this study, one-way ANOVA tests were computed on the responses of the participants. The question was whether there were any significant differences between the teachers' beliefs with reference to their experience in teaching reading. It was determined by the analysis of data that the teachers' beliefs about a few items differed significantly. Table 4.20 presents these items and the results of the ANOVA tests with counts and percentages of the responses to each item.

Table 4.20. Items in TBQTR About Which Teachers' Beliefs Differed Significantly According to Their Experience in Teaching Reading

No	ETR	N	Strongly Disagree		Disagree		Agree		Strongly Agree		M	SD	F	TukeyHSD		Sig.
			N	%	N	%	N	%	N	%						
5	0	19	0	.0	2	10.5	14	73.7	3	15.8	3.05	.524	2.825	0	1	.043*
	1	26	2	7.7	11	42.3	12	46.2	1	3.8	2.46	.706				
	2	28	1	3.6	13	46.4	12	42.9	2	7.1	2.54	.693				
	3	22	2	9.1	7	31.8	9	40.9	4	18.2	2.68	.894				
9	0	19	0	.0	6	31.6	12	63.2	1	5.3	2.74	.562	3.297	0	2	.024*
	1	26	1	3.8	10	38.5	14	53.8	1	3.8	2.58	.643				
	2	28	2	7.1	17	60.7	9	32.1	0	.0	2.25	.585				
	3	22	1	4.5	13	59.1	8	36.4	0	.0	2.32	.568				
16	0	19	6	31.6	12	63.2	1	5.3	0	.0	1.74	.562	3.470	0	2	.019*
	1	26	2	7.7	21	80.8	3	11.5	0	.0	2.04	.445				
	2	28	3	10.7	15	53.6	8	28.6	2	7.1	2.32	.772				
	3	22	3	13.6	12	54.5	7	31.8	0	.0	2.18	.665				
18	0	19	2	10.5	12	63.2	5	26.3	0	.0	2.16	.602	3.185	1	2	.028*
	1	26	2	7.7	12	46.2	11	42.3	1	3.8	2.42	.703				
	2	28	6	21.4	18	64.3	4	14.3	0	.0	1.93	.604				
	3	22	2	9.1	17	77.3	3	13.6	0	.0	2.05	.486				
20	0	19	0	.0	3	15.8	11	57.9	5	26.3	3.11	.658	3.780	3	1	.029*
	1	26	0	.0	1	3.8	20	76.9	5	19.2	3.15	.464			2	.017*
	2	28	1	3.6	2	7.1	16	57.1	9	32.1	3.19	.723				
	3	22	1	4.5	7	31.8	13	59.1	1	4.5	2.64	.658				
48	0	19	10	52.6	9	47.4	0	.0	0	.0	1.47	.513	4.054	0	3	.009**
	1	26	4	15.4	21	80.8	1	3.8	0	.0	1.88	.431				
	2	28	11	39.3	16	57.1	0	.0	1	3.6	1.68	.670				
	3	22	2	9.1	18	81.8	2	9.1	0	.0	2.00	.436				

Note: **No**=item no in the questionnaire; **ETR**= Experience in Teaching Reading; **0**=participants with no experience in teaching reading; **1**=participants with 1-2 terms of experience in teaching reading; **2**=participants with 3-6 terms of experience in teaching reading; **3**=participants with 7 or more terms of experience in teaching reading; **M**= Mean; **SD**= standard deviation; **MD**= Mean Difference; **F**=*f*-test value; **Sig.**=significance; ***p**<.05 ****p**<.01

As can be seen from the table, the first item in the questionnaire about which the teachers' beliefs differed significantly with reference to their experience in teaching reading was Item 5, which was about reading strategy instruction. The item suggested that the reading strategies should be taught to students implicitly and the analysis of the data revealed that nearly 90% of the teachers with no experience in teaching reading (Group 0) supported this belief while only 10% disagreed with it. On the other hand, teachers in the other groups who had more or less experience in teaching reading stated

similar beliefs. About fifty to sixty percent of the teachers in these groups agreed that reading strategies should be taught implicitly and about forty to fifty percent of them disagreed with it. The significant difference in this item was resulted from the teachers' beliefs in Group 0 (no experience in teaching reading) and Group 1 (1-2 terms of experience in teaching reading).

The second item was about focusing on grammatical structures in the reading class (Item 9), and it suggested if there are structures unknown by the students in a reading text they should be taught prior to reading. For this item, the teachers who agreed the most were the ones with no experience in teaching reading by 68.5% and the teachers with one or two terms of experience agreed with this item by 57.6 percent. However, the teachers with three to six terms of experience (Group 2) and those who had seven or more terms of experience agreed with this item by 32.1% and 36.4% respectively. The teachers' beliefs in Group 0 and Group 2 differed significantly for this item.

Item 16 was the third item in the questionnaire about which teachers' beliefs differed significantly. It was about extensive reading and included the belief that extensive reading material should be below the students' language proficiency level. The teachers who supported this belief in Group 0 and Group 1 represented only 5.3 and 10.5 percent of all the teachers in those groups while 35.7 percent in Group 2 and 31.8 percent in Group 3 supported it. There was a significant difference between the beliefs of the teachers in Group 2 (agreed the most) and in Group 0 (agreed the least) with reference to their experience in teaching reading.

The next item that was significantly different was Item 18, which suggested that the students do not need to be fluent readers in an EFL context. The teachers who agreed the most (46.1%) with this item were the ones with one or two terms of experience in teaching reading (Group 1). The responses of the teachers to this item in Group 2 and Group 3 were nearly the same. The post hoc tests revealed that there was a significant difference in terms of the responses to this item between Group 1 and Group 2, as the latter included the most 'strongly disagreeing' teachers.

Another item that the teachers' beliefs differed significantly about was related to reading aloud (Item 20). The statement was 'the teacher's reading aloud gives a chance for students to hear the correct pronunciation of the words' and the teachers' beliefs in

Group 3 who had the most experience in teaching reading differed significantly with the ones in Group 1 and in Group 2. The teachers in Group 3 disagreed with the item the most by 36.3 percent while the percentage of the teachers in the other two groups was not more than eleven percent.

Item 48 was the last item about which significant difference observed according to the results of the ANOVA tests. The item suggested that vocabulary should be dealt with separately but not as part of the reading class and a hundred percent of the teachers in Group 0 and almost ninety-six percent of the teachers in Group 1 and 2 were against this belief. The teachers in Group 3, on the other hand, were against this item by about ninety percent and nearly ten percent of these teachers taught that vocabulary should be dealt with separately. Thus, the significant difference was between the teachers who had no experience and those who had the most experience in teaching reading.

As presented in Table 4.20, the results indicated significant differences about 6 items in the questionnaire. However, considering that the teachers' beliefs about 56 statements were compared, the percentage of the items which differed significantly was only 10.71. As a conclusion, these findings suggested that teachers' experience in teaching reading did not have a significant effect in general on their beliefs about teaching reading.

CHAPTER 5

CONCLUSION

5.1. Summary and Discussion of the Findings

This study was conducted at Anadolu University School of Foreign Languages to investigate non-native EFL teachers' beliefs about teaching reading. The participants of the study were 95 teachers working at the Department of Basic Languages and the primary aim of the study was to find out the non-native EFL teachers' beliefs about teaching reading at Anadolu University School of Foreign Languages, Department of Basic Languages. An additional aim of the study was to investigate whether the previous experience in teaching reading made any difference in terms of the teachers' beliefs about teaching reading.

In order to answer the questions mentioned above, first a Teacher Beliefs Questionnaire about Teaching Reading (TBQTR) was developed and then it was administered to find out the beliefs of the teachers about teaching reading. TBQTR was composed of three parts: Part A included questions about demographic information; Part B included 61 belief statements, five of which were controlling items, about vocabulary teaching in the reading class, reading strategy training, reading material, reading aloud, focus on grammar in the reading class, lesson procedure, extensive reading, L1 use in the reading class, and fluent reading; and finally Part C included 6 statements about the goals of the reading class. Participants were required to respond to a 4-point Likert-Scale for Part B to determine to what extend they agreed or disagreed with the statements and they were asked to rank the statements in Part C in order of importance according to their beliefs.

The responses to TBQTR were analyzed and the results and discussions were presented under the heading of aforementioned ten different topics which were present in the questionnaire. To investigate the differences between the participants' beliefs according to their experience in teaching reading, one-way ANOVA tests were computed for Part B of the questionnaire.

The results of the study indicated that the majority of the teachers working at the Department of Basic Languages had common beliefs about teaching reading. The items about which most of the teachers had similar beliefs with a high percentage; namely, above 80%, included the following points:

- The reading texts should include vocabulary at the students' proficiency level.
- The reading text should not include many unknown words.
- It is not necessary for students to know all the words to comprehend a text.
- Vocabulary should not be taught apart from reading.
- Only the essential words should be taught.
- Students should not be told to look up the unknown words before coming to class.
- Students should know some strategies to comprehend a text.
- Students should be taught to use different strategies for different kind of texts.
- It is possible to teach reading strategies to lower level students.
- The best way of teaching strategies is the teacher's modeling.
- Students should be allowed to choose the topics they want to read about.
- The length of the text should be appropriate to the students' level.
- The teacher should bring different text to the classroom instead of using a particular book.
- The comprehension of simplified texts is not harder than the comprehension of authentic texts.
- The text should be interesting.
- The teachers' reading aloud gives a chance for students to hear the correct pronunciation of the words.
- Reading texts should (or may) include the structures unknown by the students.
- Pre-reading activities help students understand a text better.
- The teacher should always do a post reading activity.
- Before students read the text, the teacher should tell them what they are going to read about.

- The teacher should not ask comprehension questions about every detail in a text.
- Warm-up in the reading lesson should be related to the topic of the reading text.
- Students should be taught how to use dictionaries.
- Students should be encouraged to use their dictionaries in the reading class.
- The teacher should always give students a purpose to read.
- Background knowledge is essential for comprehension.
- Extensive reading makes students more confident in the reading class.
- Extensive reading should be guided by the teacher.
- Extensive reading helps students learn more words.
- Extensive reading is very helpful in learning a foreign language.

It can be said that there was consistency among the teachers teaching in the same program in terms of their beliefs about the points above which constituted almost fifty-four percent of the items in the second part of the questionnaire. All of the beliefs in the statements above are congruent with what the literature suggests, which shows that most of the teachers hold beliefs about teaching reading parallel to the literature. This consistency, for one thing, might be a result of the curriculum the teachers had been following. Although the classes and the students' levels in those different classes showed diversity in the setting of this study, a reading textbook from the same series for all levels was used by the teachers. The teacher's manual of the textbook provided teachers with some information about a few issues related to teaching reading; such as, teaching vocabulary in the reading class, teaching strategies, fluent reading and reading comprehension. Parallelly, the textbook focused on improving students' vocabulary knowledge, strategy use, fluent reading skills, and reading comprehension via reading texts of different topics. In addition to the textbook, some in-house material which included certain reading skills and strategies and which aimed at compensating the lacking points in the textbook was used in the program. Both the textbook and the in-house material may have provided awareness raising or some kind of training for the teachers. Moreover, one component of the reading instruction in the program was extensive reading. The students were required to read extensively of different genres

and then were asked to write a report about what they read in the form of answering some questions and their reports were evaluated. As a result, teachers might have been affected by the program at the school. Furthermore, the educational background of the teachers might be another factor in the similarity of their beliefs as seventy-five percent of the participants had their undergraduate education in ELT, and some of the participants who were not ELT undergraduates had their MA degrees in ELT. In ELT programs, specifically in methodology courses, pre-service teachers are generally equipped with current practices about teaching reading. Therefore, the teachers might have been holding their beliefs depending on the education they had received.

Despite the similarity of beliefs about the points above, for some items, up to twenty percent of the teachers had different beliefs. These different beliefs might have been resulted from individual teaching preferences or the teachers' interpretation of the results of classroom practices. For instance, in contrast to the majority, nearly thirteen percent of the teachers believed that the students should be told to look up the unknown words before coming to class. These teachers might have thought that it would put the students at ease while trying to comprehend the text in class. Another example is that about sixteen percent of the teachers were against the belief that teachers' reading aloud gives a chance for students to hear the correct pronunciation of the words. The teachers might have been against this belief because they may have thought that students do not usually pay attention to the teacher's pronunciation or they might have considered reading aloud a waste of time in the reading class.

In addition to the items which received similar responses by over eighty percent of the teachers participated in the study, there were some items about which sixty to eighty percent of the teachers had similar beliefs while the others were against them. These items constituted nearly twenty-nine percent of the items in the second part of the questionnaire and included the following points:

- Teaching the meaning of all the new words in a reading text does not make students more interested in reading the text.
- The use of authentic material depends on the students' level.
- Reading texts including the target culture should not be overused.
- Students' reading aloud hinders their comprehension.
- Reading aloud is not a skill that should be focused on (in language learning).

- Students' reading aloud does not increase the number of students participating in the lesson.
- Students' reading aloud improves their pronunciation.
- Grammatical structures in a reading text should (or may) be the concern of the reading teacher.
- Students should be told the text type they are going to read.
- Extensive reading is more helpful for students than intensive reading.
- Translation technique cannot (or should not) be used at all levels to facilitate students' reading comprehension.
- The use of L1 helps (may help) students to become competent readers.
- The teacher may use L1 in the pre-reading stage to engage students in the topic.
- Students need to be fluent readers in EFL context.
- Students who cannot read fluently can understand a text as well as those who can read fluently.
- Reading fluently helps students comprehend the text better.

The items above were not supported by at least twenty to at most forty percent of the teachers participated in the study. Therefore, the results revealed that some of the teachers' beliefs were against what is suggested in the literature. For example, nearly forty percent of the teachers were against the belief that fluent reading helps students comprehend a text better, and twenty-five percent thought that students do not need to be fluent readers in an EFL context. It is suggested in the literature, though, that fluent reading is an important skill for students to develop in order to comprehend a text better (Grabe and Stoller, 2002). The diversity in teachers' beliefs about this item might have been resulted from what is understood by fluent reading. Some teachers might have regarded it simply as reading fast.

Furthermore, there were some items in the questionnaire with which nearly half of the participants agreed and half of them disagreed. These items, which represented fourteen percent of the items in the second part of the questionnaire, included the following points:

- Reading strategies should be taught implicitly.

- Students can comprehend a text without being taught any reading strategies.
- The reading material should be authentic at all levels.
- Reading aloud is a waste of time.
- Unknown structures in a reading text should be taught before students read the text.
- The reading text should be used to practice grammar in the reading class.
- The teacher should choose the extensive reading material at lower levels.
- L1 can be used while teaching vocabulary at all levels.

The beliefs above might be considered to have important effects on classroom practice. For example, the teachers who thought that students can comprehend a text without being taught any reading strategies may have a practice in the classroom parallel to their beliefs. They might have thought that students can transfer the strategies they already use in L1 reading or that they can learn the strategies themselves. However, it should be noted at this point that the positive effect of teaching reading strategies on students' reading comprehension is emphasized in the field (Nunan, 1999; Grabe and Stoller, 2002; Song, 1998). Furthermore, nearly half of the teachers believed that the reading strategies should be taught implicitly, whereas in the literature it is mostly suggested to teach strategies explicitly.

Another point about which the teachers' beliefs differed is the authenticity of the reading material at all levels. In fact, there are different propositions about authenticity in the literature as well. Harmer (2001) points out that authentic reading material can be used at all levels, but the selection of texts for lower levels needs more attention as they may be highly demotivating for the students if not carefully selected. According to Nuttall (1996), characteristics of authentic texts are of crucial importance for the readers to understand them; however, structurally difficult texts may result in translation to the students' L1. Therefore, she suggests that simplification may sometimes be necessary, in which case it should take the form of 'removing barriers to understanding' only (Nuttall, 1996:177).

The teachers had also different beliefs about an item related to reading aloud. While nearly half of the teachers stated that reading aloud is a skill that should be focused on in language learning, the others were against it. The teachers who supported

this belief might have considered the wording in the item; thus, although being against students' reading aloud in the classroom, they may have thought that students should read aloud out of class in order to improve at least their pronunciation skills.

The different beliefs about using L1 while teaching vocabulary, teaching unknown structures before students read the text, and choosing extensive reading material for the student at lower levels may be a result of individual teaching experiences. Some of the teachers, for instance, believed that the teacher should choose the extensive reading material at lower levels, while others were against this. The teachers who were against choosing the material for the lower level students might have thought that it is interfering with the students' interests or preventing them from being autonomous, whereas others could have considered the difficulty their students experience in choosing what to read. As for teaching unknown structures in a reading text, some of the teachers might have thought that there was no need to teach all the unknown structures but the essential ones; and, therefore, disagreed with the item. They might even be completely against teaching any structure in a reading text.

The findings of the study also revealed that there were some beliefs which were against the suggestions in the literature by a considerable percentage of teachers; namely, above seventy percent. These beliefs were:

- Extensive reading material should not be below the students' proficiency level.
- Students' work in extensive reading should be evaluated by the teacher.

In contrast to these beliefs, it is suggested in the literature that the extensive reading material should be below the students' language proficiency level in order to prevent students from struggling with a lot of unknown words and structures (Day and Bamford, 1998) and to make reading fun for them. However, seventy-eight percent of the teachers believed the opposite, which means that they might be guiding or assigning their students to read texts which are above their proficiency level. In addition, although there is no evidence in the literature that extensive reading should be evaluated, about seventy-one percent of the teachers believed that students' work in extensive reading should be evaluated by the teacher. The teachers may have had this belief based on the

implementation of extensive reading in their program. As mentioned above, the teachers might have been affected positively by this practice and might have thought that evaluation of extensive reading was more beneficial for the students in terms of making them read more extensively.

In terms of the teachers' beliefs about the goals of the reading class, the results indicated that about eighty-five percent of the teachers thought that teaching reading strategies and enriching students' vocabulary knowledge should be among the first three goals of the reading class. Similarly, two-third of the teachers believed that making students become fluent readers should be among the first three goals. Teaching students the grammar structures within the reading texts and raising cultural awareness through reading passages were considered to be the fourth or fifth goal of the reading class. Finally, about two third of the teachers thought that teaching students how to be successful in reading exams should be the last goal of the reading class. On the overall, the findings suggested that most of the teachers had similar beliefs about what should be the priority in the reading class. This might have been resulted from the same syllabi teachers had to follow across each level through a term in their program.

The results of the analysis for the second research question of the study also revealed that there were some beliefs about teaching reading which differed significantly according to the teachers' experience in teaching this skill. These beliefs were:

- Vocabulary should be dealt with separately.
- Reading strategies should be taught implicitly.
- The teacher's reading aloud provides students with the correct pronunciation.
- Unknown structures in a reading text should be taught to students.
- Extensive reading material should be below students' level.
- Students do not need to be fluent readers in an EFL context.

The beliefs about four of the six items above differed significantly between the teachers who had no experience and others who had experience in teaching reading. The beliefs about the other two items differed significantly between the groups of teachers who had little or more experience in teaching reading. These findings showed that there was not a consistency between any particular groups in terms of significant differences.

Moreover, these items represented only about eleven percent of the items compared with respect to teachers' experience in teaching reading. One reason for this insignificant difference about almost ninety percent of the items might be similar undergraduate education in pre-service teacher training programs. In other words, although nearly nineteen percent of the teachers had no experience and the others had different amount of experience in teaching reading the similar education they received during their pre-service training might have had an effect in this insignificant result. Another reason could be the textbooks being used in the program. As mentioned before, in the teacher's manual of the textbook teachers are provided with some information about a few issues related to teaching reading; such as, teaching vocabulary, teaching strategies, fluent reading, and reading comprehension, and this might have influenced the teachers' beliefs to be mostly on the same line.

5.2. Conclusion

The findings of this study suggested that the majority of the teachers (over eighty percent) participated in the study had similar beliefs about more than half of the items in the questionnaire. This finding was considered to be a positive one because these items, which were mostly about teaching vocabulary, reading strategy instruction, reading material, and lesson procedure, included beliefs which were also supported in the literature. Moreover, this result could be considered beneficial for the learners based on the findings of teacher belief studies in the literature, which suggest that teachers' beliefs highly influence their practices in the classroom.

It was also found out by the analysis of the data that there were some items in the questionnaire about which sixty to eighty percent of the teachers stated similar beliefs. This meant that up to forty percent of the teachers had different beliefs and some of their beliefs were not only against what their colleagues believed but also what the literature suggested. In addition, for another group of items about half of the teachers agreed and others disagreed. The items in these two groups were mostly about reading aloud, extensive reading, L1 use in the reading class, and fluent reading, some of which were already being discussed in the literature. It was discussed above that the teachers' different beliefs about reading aloud might have been resulted from their experiences as learners or as pre-service teachers. The different beliefs about extensive

reading could have been resulted from the implementation of extensive reading in the EFL program at AUSFL, Department of Basic Languages. For instance, contrary to extensive reading research in the literature, students' work in extensive reading is evaluated at this program. This practice may have divided teachers in terms of their beliefs about the evaluation of extensive reading. Furthermore, there were two items in the questionnaire about which most of the teachers' beliefs were found to be against what is suggested in the literature. These beliefs were about the level of extensive reading material and the evaluation of extensive reading. This result has to be considered carefully as these teachers' practices are likely to be affected by their beliefs.

According to the findings of this study, it can also be concluded that teachers have different beliefs about the goals of a reading class. While some of the teachers believed that the primary goal of a reading class should be teaching reading strategies, some others believed that it should be teaching vocabulary or making students become fluent readers. Although very few, some teachers even believed that the primary goal should be teaching students how to be successful in reading exams. It can be concluded that teachers are affected from different sources like students' demands, program requirements, or their individual experiences while shaping their beliefs about the goals of a reading class. On the overall, it can be concluded that teachers mostly agreed on the first three goals of the reading class; however, the ones who believed teaching students how to be successful in reading exams, raising students' cultural awareness, or teaching the structures in reading passages to be one of the first three goals of the reading class do not meet the objectives of the program in their school.

Finally, the results of this study revealed significant differences in teachers' beliefs about six items. However, these items constituted only 10.7 percent of all the items in the questionnaire which were compared with reference to the teachers' experience in teaching reading. As a result, the findings of this study suggested that the teachers' previous experience in teaching reading was not a significant factor which shaped their beliefs about teaching reading.

5.3. Implications of the Study

Although most of the teachers participated in the study had similar beliefs about most of the points in teaching reading which were investigated through the present study, there were still some points that the teachers had different beliefs about. It was also found out by this study that some of the teachers' beliefs were not only against what the majority believed but also what the literature suggested. Accordingly, based on the results of this study, the following implications can be made.

First implication of the study is that there may be a need to raise teachers' awareness of their beliefs about teaching reading. In order to achieve this, they can be presented the results of the study and they can be provided with an opportunity to compare their beliefs about teaching reading, which they consciously or unconsciously hold, with their colleagues' beliefs and the literature.

In the light of the results of this study, another implication is that the teachers should be provided with in-service training about reading instruction. Although the findings of the study suggested that the majority of the teachers had similar beliefs about more than half of the items in the questionnaire which were also consistent with the literature, the percentage of the teachers who had opposing beliefs to both the majority of the teachers and the literature may be up to twenty percent. For instance, teachers had different beliefs about some of the items related to extensive reading. As it is one of the components of reading instruction at AUSFL, Department of Basic Languages, informative meetings about extensive reading could be held with the teachers teaching at this school. It is a fact that there have been meetings about this issue; however, they have not gone further than explaining how extensive reading is implemented and evaluated in the current program. As the teachers whose beliefs diverge from the majority and contradict what is suggested in the literature could be assigned to teach reading in the program, an in-service training could be useful for better reading instruction.

Furthermore, operational terms about teaching reading could be defined in the program in order to have the teachers understand the same thing when a specific term is used. According to the results of the study, it was concluded that some particular responses may have been resulted from different interpretations of the terms used, such as authentic material, fluent reading, and explicit/implicit strategy instruction. Providing

definitions for these terms may be useful both in in-service training sessions and in skill meetings held every week throughout the year.

Finally, within the curriculum renewal process, some issues about teaching reading may need to be reconsidered. The majority of the teachers, for instance, think that the reading teacher should bring different kind of texts to the classroom instead of using a particular textbook. Those teachers may hold this belief because they might think that the textbooks that are currently being used for teaching the reading skill are not good and interesting enough to provide the students with effective EFL reading instruction. Considering the effect of teachers' beliefs on their practice in the classroom, some of those teachers may have a tendency to bring different kinds of texts to the classroom and focus more on them than the texts in the book being used, which may have both positive and negative effects on the side of the students in that particular classroom and also those in other classrooms. Therefore, if the teachers teaching reading in the program are not content with the reading book, the reasons should be discussed; and if needed, necessary steps should be taken.

5.4. Suggestions for Further Studies

This study investigated the teachers' beliefs about teaching reading and provided an overall picture for all the parties involved. Further investigation needs to be done about the beliefs of teachers and the effects of their beliefs on their practice. In order to do this, classroom observations could be done and the relationship between beliefs and practice could be mirrored.

Also, further research may need to investigate teachers' beliefs about reading instruction with a larger sample of participants, as this study was only limited to the teachers working at Anadolu University School of Foreign Languages.

In addition, a comparison between native and non-native EFL teachers' beliefs about teaching reading could be made by conducting a study on native teachers as well.

Further research may also investigate the teachers' beliefs in depth about one of the particular topics involved in the questionnaire constructed for this study.

Finally, teachers' beliefs about other skills can also be determined at the School of Foreign Languages and the implication for those skills can be made.

APPENDICES

Appendix A (Open-Ended Question)

Dear Colleague,

Your response to the statement below will be used to collect data for a study about 'EFL Reading Instruction' being conducted at Anadolu University, Institute of Social Sciences.

Your responses will be confidential and will be used only in this study.

Thank you for your contribution.

Hüsamettin GÜLER

Part A. Background Information

Age: ………......................

Department graduated from: ………....................………......................

Years of experience: ………......................

Part B. Reading Instruction

Please explain what you think/believe is important in teaching the reading skill in an EFL classroom.

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APPENDIX B (Teacher Beliefs Questionnaire About Teaching Reading)

Dear Colleague,

This questionnaire is prepared to collect data for a thesis study conducted at Anadolu University, Institute of Social Sciences, English Language and Education Master Program. The study aims at gathering data about non-native EFL teachers' beliefs about teaching reading.

The first part of the questionnaire consists of questions about personal information. The second and the third parts include beliefs about teaching reading.

All responses will be treated as confidential, and your individual privacy will be maintained in all presented and published data resulting from the study.

Filling in this questionnaire will ensure that you agree to participate in this study.

Thank you for your contribution.

Hüsamettin GÜLER

PART A. BACKGROUND INFORMATION

1. **Age:** ……………………………………………….

2. **Gender:**   Male ☐   Female ☐

3. **Years of experience:** ……………………………………

4. **Your BA degree:** (*Please check the appropriate one for you*)

   ☐   Teaching English as a Foreign Language

   ☐   English Language and Literature

   ☐   American Culture and Literature

   ☐   Translation and Interpretation

   ☐   Other (Please specify)

   _____

5. **Your MA and/or PhD degree:** (*Please specify the field*)

   _____

   _____

   _____

6. **Have you taught reading before?**

   ☐   Yes, I have taught reading for _____ terms.

   ☐   No, I have not taught reading before.

PART B. TEACHER BELIEFS QUESTIONNAIRE ABOUT TEACHING READING

Below are some people's beliefs about teaching reading. Read each statement and then indicate whether you…

1. **strongly disagree**
2. **disagree**
3. **agree**
4. **strongly agree**

There is no right or wrong answer. This study is just interested in your opinions.

Directions: *Please put a tick (√)in the box that corresponds to your answer.*

		strongly disagree	disagree	agree	strongly agree
1	Pre-reading activities help students understand the text more easily.				
2	The reading text should include vocabulary that is appropriate to the students' level.				
3	Translation technique can be used at all levels to facilitate students' reading comprehension.				
4	Comprehension questions should focus on every detail in the reading text.				
5	Reading strategies should be taught to students implicitly.				
6	Students will be more interested in reading a text if they are taught the meaning of all the new words.				
7	Grammatical structures in a reading text should never be the concern of the reading teacher.				
8	The use of L1 does not help students at any level to become competent readers.				
9	If there are structures unknown by the students in a reading text, they should be taught prior to reading.				
10	Students should be allowed to choose the topics they want to read about in class.				
11	The reading text should not include too many unknown words.				
12	Instead of using a particular reading book, the reading teacher should bring different texts about current issues to the classroom.				
13	Extensive reading material should be chosen by the teacher at lower levels.				
14	The reading material to be used in the reading class should be authentic at all levels.				

		strongly disagree	disagree	agree	strongly agree
15	Students' reading aloud hinders their reading comprehension.				
16	Extensive reading material should be below the students' language proficiency level.				
17	Reading aloud is one of the skills that should be focused on in language learning.				
18	In an EFL context, students do not need to be fluent readers.				
19	The reading teacher should always do a post-reading activity.				
20	The teacher's reading aloud gives a chance for students to hear the correct pronunciation of the words.				
21	Students do not need to know the meaning of all the new words in a text to comprehend it.				
22	Students who cannot read fluently can understand a text as well as those who can read fluently.				
23	Extensive reading makes students more confident in class.				
24	Before students read the text, the teacher should tell them what they are going to read about.				
25	L1 can be used in reading lessons while teaching vocabulary at all levels.				
26	Students' work in extensive reading should be evaluated by the teacher.				
27	Extensive reading should be guided by the teacher.				
28	Students should have a repertoire of strategies in order to make meaning out of a text.				
29	Warm-up in the reading lesson should be related to the topic of the text.				
30	Extensive reading is much more helpful for students than intensive reading (reading in class) is.				
31	In pre-reading stage, the teacher may use L1 to engage students in the topic.				
32	Before reading the text, students should be told the text type they are going to read.				
33	Students should be taught how to use dictionaries in the reading class.				
34	Extensive reading helps students learn more words.				
35	Students can comprehend a text without being taught any reading strategies.				
36	Reading aloud in the reading class is a waste of time.				

		strongly disagree	disagree	agree	strongly agree
37	Students should always be given a purpose to read in the reading class.				
38	Without background knowledge, it is difficult for students to understand a text.				
39	Students can understand a text only when they are taught all the unfamiliar words.				
40	The comprehension of simplified texts is harder than the comprehension of authentic texts.				
41	Students should be encouraged to use their dictionaries (bilingual or monolingual) in the reading class.				
42	Asking questions about every detail in the text is a waste of time.				
43	Reading fluently helps students comprehend the text better.				
44	Post-reading session is not a very important part of the reading class.				
45	Reading texts should not include the structures unknown by the students.				
46	Materials adapted to the students' level should be used in reading classes rather than authentic texts.				
47	Students' reading aloud increases the number of students involved in the lesson.				
48	Vocabulary should be dealt with separately, not as a part of the reading class.				
49	Students' reading aloud improves their pronunciation.				
50	Students should be taught to use different reading strategies for different kinds of texts.				
51	It is not possible to teach reading strategies to low levels.				
52	In reading classes, the reading texts should also be used to practice grammar structures.				
53	The use of authentic material in the reading class depends on the students' level.				
54	The length of the reading text should be appropriate to the level of the students.				
55	Only the words that are essential to comprehend the text should be taught before students read the text.				
56	Reading aloud is not one of the skills students need to practice.				
57	Reading texts which include the target culture should not be overused in reading classes.				
58	Extensive reading is not very much helpful in learning a foreign language.				

		strongly disagree	disagree	agree	strongly agree
59	Students should be told to look up the unknown words before coming to class.				
60	The reading material to be used in the reading class should be interesting for the students.				
61	The teacher's modeling the use of strategies is the best way to teach them.				

PART C. GOALS OF THE READING CLASS

Number the following statements from 1 to 6 in order of importance.

The reading lessons should aim at	teaching reading strategies	
	teaching students how to be successful in a reading exam.	
	raising cultural awareness through reading passages.	
	enriching students' vocabulary.	
	teaching the structures within the reading texts.	
	making students become fluent readers in English.	

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