In-Service EFL Teachers' Beliefs about Teaching Reading Strategies at the secondary schools (Massallata case) 1

Mohamed Faraj Said Dalem ELMergib University PHD Lecturer
E. mail: mohameddleem@gmail.com

Abstract

This research aimed to discover Libyan EFL teachers' beliefs about teaching strategies for reading English. The improvement targeted to discover the impact of these beliefs on their classroom teaching practice. The study included 20 Libyan EFL teachers from four secondary schools in Massallata. The survey results were analyzed, explaining the frequency and percentage of each item. Depending on the data collected from the questionnaire, the findings indicated that EFL teachers undergoing training attached considerable importance to the instruction of reading strategies. Teachers think that the best crucial reading strategies to teach are: to read the text briefly and determine the main concept, to interpret the vague terms, to analyze the text and sum up the paragraph, to comprehend the connection in each paragraph, to assess the understanding of the text, whereas they think that To interpret words into first language is the least important one. The results of the present study indicate that the beliefs of in-service teachers about effective reading instruction strategies are closely connected to their actual classroom practices.

Keywords: teachers' beliefs, EFL, reading strategies

1. Introduction

Many believe that most Libyan students have little interest in reading, as the culture tends to prioritize oral traditions over literacy. However, the majority of Libyan society is not yet accustomed to reading books. The fundamental reading skills and the basis for all reading activities is reading comprehension (Astuti, 2018). Comprehending teachers' beliefs and their impact on classroom practices is essential for successful teaching English as a foreign language. Over the last 20 years, Hativa and Goodyear (2002) note a substantial rise in the amount of research conducted on the beliefs held by teachers. The beliefs held by teachers gain global attention, as mentioned by (Kaufman and Sawyer, 2004), due to the complex take faced by educators. Another study by (Richardson, 2003) finds that teacher education has a strong cognitive

component. Consequently, there has been an increasing focus on the beliefs of teachers. Teachers' beliefs "Play a pivotal role." in comprehending many of their practices and decisions. Understanding teachers' beliefs can lead to innovative ideas in EFL teaching, with positive implications for EFL instruction.

1.1 Purpose of the Study:

The current research seeks to examine the beliefs of Libyan EFL teachers about teaching reading strategies and what the most important ones are. It furthermore researched the connection between teachers' beliefs about teaching reading strategies and the actual practice of these strategies in the classroom.

1.2 Significance of the Study

The current research aims to help teachers to determine what strategies to use and how to execute these strategies for students to learn well. The current study findings will share new insights concerning the EFL teaching context. (As they perceived from the participants in the questionnaire)

1.3 Research Questions

The research purposed to detect in-service EFL teachers' beliefs concerning teaching English reading strategies and their authentic classroom practice. In the present research, the following questions are specified:

1) What beliefs do in-service Libyan EFL teachers have about teaching reading strategies?

2) What reading strategies do in-service Libyan EFL teachers think are the most significant?

3) To what range do in-service Libyan EFL teachers' beliefs concerning teaching reading strategies agree with teaching practice in the classroom?

2. Literature Review

Beliefs undoubtedly have a crucial influence on our thoughts and actions, shaping our lives. Research on teachers' beliefs has shown that they have beliefs about all aspects of teaching, Lastly, they will discuss themselves and the teaching methodology's nature. Furthermore, he disputed that the beliefs on both sides are closely interconnected.

2.1 Reading Strategies

According to (Goodman, 1995) defines reading is "the process of receiving written communication." According to Grabe (1991), reading is not just about extracting information from a text, but rather a selective and dynamic Comprehension process. As defined by (Allan and Bruton, 1998) reading is an intricate process of extracting meaning from the text for different purposes and contexts. In a broader sense, according to (Grabe, 2009), reading is defined as a fusion of text input, cognitive processes, and prior knowledge. Successful reading necessitates background knowledge, vocabulary awareness, comprehension of grammar, familiarity with written text, and reading strategies (Pang, Muaka, Bernhardt, & Kamil, 2003). Teachers play a vital role in guiding language learners by teaching those reading strategies to construct meaning Motivating learners to read, selecting appropriate materials, and applying effective reading strategies are among the responsibilities of teachers. Teachers should encourage learners to personalize and use these strategies efficiently. Incorporating reading effectively in the classroom helps learners gain confidence in the target language and benefit from reading. Strategies enable learners to control their reading, set goals, and monitor their progress (Serravallo, 2015).

As (Duffy, 2009) highlights various strategies to serve readers, such as predicting, monitoring, questioning, modifying predictions, visualizing, removing comprehension barriers, and contemplating the text's importance. According to (Oxford, 1990) defines reading strategies as learning techniques and problem-solving skills that improve the learning process. As found by (Willingham, 2006) over 500 studies in the past 25 years have looked at teaching reading strategies. The majority of these studies state that strategy-based teaching is an effective way to increase comprehension.

*2.2 **Teaching Beliefs***

After reviewing the literature, it is clear that there are various definitions for the term belief. (Clark and Peterson, 1986) described beliefs as "conceptions". (Ekeblad and Bond, 1994) consider beliefs to be akin to "personal theories" that individuals hold. This viewpoint suggests that beliefs are not just random thoughts, but rather personal explanations or interpretations of the world around us. (Burns, 1996) stated beliefs as "theories for practice". (Richardson, 2003) noted that despite differences in interpretation, there is substantial consensus on the definition of "beliefs" as "psychologically grasped understandings, commonly accepted truths about the world.

2.3. Beliefs and Teaching Practices

Beliefs regarding second and foreign language acquisition have emerged as a prominent research area in language learning. As (Freeman, 1989) and (Johnson, 1990) have identified, the 1990s marked the emergence of research into the cognition of second language teachers. Researchers in second language teaching began to recognize the importance of delving into the various cognitive dimensions of teachers' beliefs and attitudes, as well as exploring how these dimensions can impact teaching. The number of studies in this area has grown significantly in recent years (Borg, 1998). As stated by (Borg, 2003), 64 total types of research have been issued in this area between 1976 and 2002. Unluckily, many of these studies failed to delve into the cognitive processes of teachers in particular domains. Instead, they concentrated on more general aspects such as change, planning, and decision-making.

Several studies have explored the connection between teachers' beliefs and their classroom practices. Several of these investigations suggest that teachers' practices align with their beliefs. As (Johnson, 1992) examined the beliefs of ESL teachers about classroom practices and discovered that the majority of teachers carry beliefs that align with their preferred teaching methods. The results indicated that teachers' beliefs influenced lesson planning and teaching tasks.

Separate research conducted by (Smith, 1996), focused on discovering the connection between the beliefs and decision-making processes of English as second language teachers. The research revealed those teachers' beliefs about language teaching and learning influenced the design of the curriculum, learning tasks, and the selection of teaching approaches. Two teacher groups, one emphasizing language for communication and the other highlighting accuracy and grammar, improved activities and created a curriculum that aligned with their beliefs. Likewise, (Johnson, 1994) conducted a study that concluded there is a clear relationship between teachers' beliefs about second language teaching and the instructional practices of pre-service ESL teachers. The research revealed that teachers' beliefs were mainly shaped by their own experiences as students.

Another study by (Chou, 2008) examined teachers' beliefs about teaching reading skills and their relationship in teaching practice in an English as a foreign language context. The research involved forty-two college teachers. Nevertheless, the research did not find any significant differences between the teachers' beliefs and the use of teaching approaches. A qualitative study, (Kuzborska ,2011) explored the beliefs of

English for Academic Purposes (EAP) teachers regarding the teaching of reading skills to more advanced English language learners. The results revealed a clear connection between teachers' beliefs and the approaches they employ in their English teaching. But, some investigators have found a lack of consistency between the beliefs of language teachers and their classroom practices (Fang, 1996; Breen, Hird, Milton, Oliver, & Thwaite, 2001; Basturkmen, Loewen, & Ellis, 2004; Khonamri & Salim, 2010).In his review; (Fang, 1996) emphasized several studies indicating a weak correlation between instructors' beliefs and their practices in teaching reading skills. He found that contextual factors could hinder teachers' ability to effectively integrate their beliefs into their teaching. (Breen et al., 2001) demonstrated the intricate connection between teachers' beliefs and their teaching practices in the classroom. The study analyzed the principles and practices of eighteen Australian instructors using elicitation and observation techniques. The results revealed that, as a collective, teachers hold similar principles, such as the importance of accommodating learners' individual needs. However, they vary in how they implement this principle. Some educators provide worksheets with different difficulty levels, while others employ oral and visual teaching aids.

Likewise, (Basturkmen et al., 2004) discovered a discrepancy between the beliefs of second language teachers and their actual classroom practices concerning instruction that emphasizes the form of the language. Their study revealed that teachers inconsistently aligned their beliefs with the appropriateness of teaching language forms during lessons that appeared to prioritize meaning. Furthermore, the study did not identify any significant correlation between ESL teachers' beliefs and the techniques they employed to correct learner errors. The researchers argued that the differences between teachers' beliefs and their classroom practices present challenges that need to be addressed.

In a recent study, (Khonamri and Salim, 2010) examined teachers' beliefs about teaching reading strategies in English as a foreign language and found a correlation between these beliefs and their actual classroom practices. The researchers found that teachers did not align their beliefs with their teaching practices. Teachers need to maintain consistency between their beliefs and the strategies they employ in their teaching. The study found no evidence of consistency between EFL teachers' reported beliefs about teaching reading strategies and their actual practices.

In language teaching, it is widely acknowledged that teachers play a crucial role in promoting the use of reading strategies among students. Hence, they should be motivated to incorporate reading strategies into their regular reading activities and provide instruction to practice them. The stronger the belief of teachers in the importance of using reading strategies, the more they should utilize them. Essentially, teachers' beliefs have a profound impact on their awareness, teaching attitudes, methods, and techniques, which in turn affect the development of learners (Kunt and Özdemir, 2010). As mentioned by (Azizi et al.., 2020) claim that renovations were the primary input method in instructor-led classes. However, Rahimi & Weisi (2018) suggest that EFL teachers in ELT can improve their understanding, address classroom issues objectively and logically, collaborate with colleagues to find alternative teaching methods, and better qualify to become leaders in the ELT community.

3.1. Participants:

This research seeks to examine the beliefs of Libyan EFL teachers currently working in the education system regarding the teaching of reading strategies. The main objective of this research is to analyze the correlation between the beliefs of secondary school EFL teachers in Libya and their actual instructional practices in the classroom. To achieve the research goal, twenty EFL teachers from Massallata, Libya, were chosen randomly as participants. They are teaching in four secondary schools in Massallata. It is worth noting that all participants had prior teaching experience. Among the participants, 30% had an average teaching experience ranging from one to five years, while the majority had more than six years of teaching experience. Regarding educational qualifications, 75% of the participants held a Bachelor's degree, while the remaining 25% held a Diploma's degree. Additionally, all participants possessed certificates in TESOL, Education, and English language teaching.

Table 1: background information of the teachers

Classification	*Level*	*Percentage*
Gender	men	50%
	Woman	50%
Amount of Experience	Two to five years	30%
	Six to ten years	70%
Certificate	Bachelor's degree	75%
	Diploma’s degree	25%

3.2 Instruments

The research utilized a quantitative method to examine teachers' beliefs about teaching reading and the correlation between these beliefs and their classroom practice, using a survey questionnaire with close ended questions. The study utilized the "Teaching Reading Strategies Questionnaire," developed by Chou (2008). The questionnaire had two parts. The initial phase sought to collect background information on the teachers involved, such as their gender, years of experience, and certifications. The second part of the questionnaire comprised two parts, each containing 20 items. Using a 5-point Likert-type scale, the assessment evaluated each item. Part A focused on investigating teachers' beliefs about teaching reading strategies. Respondents expressed the significance of each item by selecting from the options of (a) not important, (b) less important, (c) somewhat important, (d) very important, or (e) extremely important. Part B sought to determine whether teachers utilized reading strategies in their classrooms. In this part, teachers were requested to indicate the frequency of their usage as: (a) never, (b) seldom, (c) sometimes, (d) usually, or (e) always.

3.3 Procedure

The participants were given the study questionnaire and ample time to complete it. Afterward, the questionnaire was collected to analyze the data using SPSS “Statistical Package for Social Sciences”. During the analysis, the percentage for each item was calculated. Subsequently, the beliefs of the teachers and their actual practices were correlated to determine the connection between them.

4. Results

For the research questions, a quantitative analysis was conducted of the data collected from the questionnaire using descriptive statistics for frequency and percentage. The analysis aimed to uncover the general pattern of the participants' beliefs and their real teaching practices.

Table 2. Indicates teachers' beliefs about teaching reading strategies by frequency and percentages

Teachers' beliefs about teaching reading strategies		Not important		Less important		Somewhat important		Very important		Extremely important	
		F	%	F	%	F	%	F	%	F	%
1	To clarify vocabulary terms	=	=	4	20	6	30	8	40	2	10
2	To illustrate grammatical rules	=	=	5	25	10	50	5	25	=	=
3	To read the text out loud	=	=	6	30	11	55	2	10	=	=
4	To interpret sentences in the first language	6	30	7	35	6	30	1	5	=	=
5	Discussing the background knowledge of the text content	=	=	2	10	9	45	6	30	2	10
6	To understand the links in every paragraph	=	=	=	=	5	25	12	60	2	10
7	To comprehend the type of the text	=	=	=	=	7	35	10	50	2	10
8	Introduce the paragraph title	=	=	2	10	10	50	6	30	1	5
9	To interpret the vague terms	=	=	=	=	4	20	14	70	1	5
10	To analyze the text	=	=	=	=	4	20	13	65	2	10
11	Reading the text briefly	=	=	=	=	2	10	15	75	2	10
12	To determine the main concept	=	=	=	=	1	5	15	75	3	15

13	To sum up the paragraph	=	=	=	=	6	30	13	65	=	=
14	To précis the text	=	=	3	15	8	40	8	40	=	=
15	To retell the paragraph	=	=	4	20	6	30	8	40	1	5
16	To recall the paragraph	=	=	2	10	4	20	10	50	3	15
17	To assess the understanding of the text	=	=	=	=	3	15	11	55	5	25
18	To assess the understanding of the text	=	=	=	=	2	10	7	35	7	35
19	To look up words in a dictionary	1	5	1	5	12	60	2	10	=	=
20	To utilize visual aids	=	=	3	15	8	40	4	20	1	5

As shown in Table 2, the results mentioned that Libyan EFL teachers regard the following reading strategies as highly important: "Reading the text briefly" (75%), "Interpreting the vague terms" (70%), "Analyzing the text " (65%), "Comprehending connections in each paragraph" (60%), "Assessing the understanding of the text" (55%), "Comprehending the type of text and foretelling the main idea" (50%), and "Clarifying vocabulary, preceding the text, and recalling paragraphs" (40%). Additionally, the findings indicate that the teachers perceive "Interpreting words into L1" (5%) as the least significant strategy.

The categorization of teachers' beliefs regarding teaching reading strategies:

1) To read the text briefly (75%)

2) Interpreting the vague terms (70%)

3) Analyzing the text (65%)

4) Comprehending connections in each paragraph (60%)

5) Assessing the understanding of the text (55%)

6) Comprehending the type of the text and foretelling the main idea (50%)

7) Clarifying vocabulary, preceding the text, and recalling paragraphs (40%)

8) To assess the understanding of the text through questioning (35%)

9) Introducing the paragraph's title (30%)

10) To illustrate grammatical rules (25%)

11) Utilizing visual aids (20%)

12) To look up words in a dictionary (10%)

13) Interpreting words into the first language (5%)

Table 3: demonstrates the practical application of reading strategies in the classroom broken down by frequency and percentages.

Classroom practice of reading strategies		**never**		**seldom**		**sometimes**		**usually**		**Always employ the activity**	
		F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
1	To clarify vocabulary terms	=	=	4	20	9	45	6	30	1	5
2	To illustrate grammatical rules	=	=	8	40	9	45	2	10	1	5
3	To read the text out loud	1	5	6	30	11	55	2	10	=	=
4	To interpret sentences into L1	1	5	8	40	10	50	1	5	=	=
5	To Discuss the background knowledge of the text content	=	=	1	5	10	50	8	40	1	5
6	To comprehend the connections in each paragraph	=	=	1	5	3	15	12	60	4	20
7	To comprehend the type of the text	=	=	2	10	7	35	10	50	1	5
8	Introducing the paragraph tittle	=	=	6	30	6	30	6	30	2	10
9	To interpret the vague terms	=	=	1	5	4	20	12	60	3	15

10	To analyze the text	=	=	=	=	4	20	13	65	3	15
11	Reading the text briefly	=	=	=	=	5	25	12	60	3	15
12	To determine the main concept	=	=	=	=	4	20	13	65	3	15
13	To sum up the paragraph	=	=	2	10	8	40	10	50	=	=
14	To precise the text	=	=	6	30	4	20	9	45	1	5
15	To recall the paragraph	1	5	5	25	5	25	9	45	=	=
16	To foretell the major idea of the paragraph	=	=	4	20	4	20	10	50	2	10
17	To assess the understanding of the text	=	=	1	5	3	15	11	55	5	25
18	To assess the understanding of the text through questioning	=	=	5	25	4	20	7	35	4	20
19	To look up words in a dictionary	1	5	2	10	13	65	3	15	1	5
20	To utilize visual aids	2	10	2	10	9	45	6	30	1	5

The questionnaire data on the practical application of reading strategies (Table 3) shows that the most commonly used reading strategies are: " To analyze the text and to determine the main concept"(65%), " To interpret the vague and to read the text briefly" (60%)," To assess the understanding of the text" (55%), " To comprehend the type of the text, to foretell the major idea of the paragraph, and to sum up the paragraph" (50%)," To precise the text and recall the paragraph" (45%), " Discussing the background knowledge about of the text content " (40%)," To comprehend connections of each paragraph and to assess understanding of the text through questioning " (35%), "To clarify vocabulary terms, introducing the paragraph tittle, and to utilize visual aids" (30%), To look up words in a dictionary" (15%), " To illustrate grammatical rules, and to read the text out loud " (10%). The least frequent strategy is "To interpret sentences into L1"(5%). Based on these findings, it can be inferred that Libyan EFL teachers utilize English language reading strategies during their classroom reading instructions, with certain strategies being more commonly used than others. EFL teachers' beliefs about teaching reading strategies seem to align with their actual use of these strategies in the classroom.

The study examined the relationship between the beliefs and classroom practice scores of EFL teachers from Libya, utilizing Spearman's rho correlation coefficient.

Table 4. Correlation between what EFL teachers believe about teaching reading strategies and the actual practice

Spearman's rho		Teachers' beliefs	Teachers' actual practice
Teachers' beliefs	correlation coefficient	1.000	0.813
	Sig . (Two-Tailed)		0.000

There is a significant correlation at the 0.01 level (two-tailed).

The findings indicated that teachers' beliefs were linked to their real practice. This strong correlation at the 0.01 level, (rho = 0.813, sig =0.00) shows that there is a reliable connection between Libyan teachers' beliefs about teaching reading strategies and the actual use of these strategies. This means that the beliefs held by teachers concerning teaching reading strategies have an impact on their practices within the classroom.

5. Discussion

The findings of the research indicated that most reading strategies are highly valued by EFL teachers in teaching reading skills Libya. The results showed that by reading the text briefly, determining the main concept, interpreting the vague terms, summing up the paragraph, comprehending the connections in each paragraph, assessing the understanding of the text, and foretelling the major idea of the paragraph, the most significant strategies in teaching reading skills. On the contrary, the less frequently employed strategies include interpreting to L1, reading the text out loud, and utilizing visual aids. The statistical analysis of the findings showed a consistent correlation between the beliefs of Libyan EFL teachers regarding teaching reading strategies and their actual classroom practices. There was a strong correlation (rho = 0.813, sig = 0.00) observed between EFL teachers' beliefs regarding the significance of teaching reading strategies and their actual utilization of these strategies within the classroom.

The results of the current research contrasted with those of studies in the field of beliefs. For instance, Basturkmen et al. (2004) determined there is a mismatched connection between the beliefs held by teachers of foreign languages, and their practical implementation of form-focused instruction in the classroom. Likewise, Khonamri and Salim (2010) demonstrated that teachers fail to manifest their beliefs in

their classroom teaching practice. They also discovered a discrepancy between EFL teachers' beliefs and their utilization of reading strategies in the classroom. Nonetheless, the results of the present research align with the plurality of research in this area. Research by Johnson (1992) conducted a study exploring the correlation between English as foriegn language teachers' beliefs and their instructional practices and concluded that teachers' beliefs have a significant impact on their teaching methods. Smith (1996) debated that teachers' beliefs influence curriculum design, the selection of learning tasks, and teaching approaches. Teachers adapt their approach to align with their beliefs about language teaching. Likewise, Chou (2008) stated that there was a consistent connection between teachers' beliefs and their use of each teaching approach. The results of a study by Kuzborska (2011) revealed a consistent relationship between teachers' beliefs and the teaching approaches they utilize in their English instruction.

6. Conclusion

EFL teachers possess distinct beliefs regarding the appropriate method of teaching English. However, further research is needed to explore the beliefs of Libyan EFL teachers so that they can evaluate their classroom practices. The present research aimed to examine Libyan EFL teachers' beliefs about teaching reading strategies. The findings suggest that EFL teachers place great importance on teaching reading strategies. Additionally, the research showed a positive link between teachers' beliefs and their classroom practices, indicating a consistent link between the two.

The findings of the present research recommended that beliefs have effective impacts on teachers' classroom practices. The literature review on examining EFL teachers' beliefs is scattered, and the researcher recommends that more studies are required. Besides, the study used a small size of population, and the time was limited. Thus, generalization of the findings to a broader range of proficiency levels cannot be done.

References

Allan, J., & Bruton, A. (1998). Squeezing out the juice: Perceptions of reading in the secondary school. Edinburgh: Scottish Council for Research in Education.

Astuti, R. T. (2018). Improving Students' Reading Comprehension Ability Using Task Based Language Teaching at MTs Negeri 1 Yogyakarta. *Jurnal Pendidikan Madrasah*, *3*(2), 279–290. https://doi.org/https://doi.org/10.21831/lingped.v2i1.28023

Azizi, M., Pavlikova, M., & Masalimova, A. R. (2020). Exploring Literature Reading Classes in Terms of Types of Feedback Provided by EFL Teachers: Does Teaching Experience Play A Determining Role? *Education and Self Development*, *15*(3), 19–

36. https://doi.org/10.26907/esd15.3.02

Basturkmen et al (2004). Primary-grade teachers' self-efficacy beliefs, attitudes toward teaching, and discipline and teaching practice priorities about the responsive classroom approach. Elementary School Journal, 104(4), 321-342. http://dx.doi.org/10.1086/499756

Borg, S. (1998). Teachers' pedagogical systems and grammar teaching: A qualitative study. TESOL Quarterly, 32(1), 9-38. http://dx.doi.org/10.2307/3587900

Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. Applied Linguistics, 36(2), 81-109.

Breen, et al (2001). Making sense of language teaching: Teachers' principles and classroom practices. Applied Linguistics, 22(4), 470-501 http://dx.doi.org/10.1093/applin/22.4.470

Burns, A. (1996). Starting all over again: From teaching adults to teaching beginners. In D. Freeman, & J. C. Richards (Eds.), Teacher learning in language teaching (pp. 154-177). Cambridge: Cambridge UniversityPress.

Calderhead, J. (1996). Teachers: Beliefs and knowledge. In D. Berliner, & R. Calfee (Eds.), Handbook of research on educational psychology (pp. 709-725). New York: Macmillan.

Chou, Y. C. (2008). Exploring the reflection of teachers' beliefs about reading theories and strategies on their classroom practices. Feng Chia Journal of Humanities and Social Sciences, 16, 183-216.

Clark, C. M., & Peterson, P. L. (1986). Teachers' thought processes. In M. C. Wittrock (Ed.), Handbook of research on teaching (3rd ed., pp. 255-296). New York: Macmillan.

Duffy, G. (2009). Explaining reading is a source for teaching concepts, skills, and strategies. New York: The Guilford Press.

Ekeblad, E., & Bond, C. (1994). The nature of a conception: Questions of context. In R. Ballantyne, & C. Bruce (Eds.), Phenomenography: Philosophy and Practice, Proceedings (pp. 147-161). Queensland University of Technology, Brisbane: Australia.

Fang, Z. (1996). A review of research on teacher beliefs and practices. Educational Research, 38(1), 47-65. http://dx.doi.org/10.1080/0013188960380104

Freeman, D., & Richards, J. C. (Eds.). (1989). Teacher Learning in Language Teaching. Cambridge, UK: Cambridge University Press.

Goodman, K. S. (1995). The reading process. In P. L. Carrell, J. Devine, & D. E. Eskey (Eds.), Interactive approaches to second language reading (pp. 12-21). New York: Cambridge University Press.

Grabe, W. (1991). Current developments in second language reading research. TESOL Quarterly, 25(3), 375-406. http://dx.doi.org/10.2307/3586977

Grabe, W. (2009). Reading in a second language. Cambridge: Cambridge University Press.

Hativa, N., & Goodyear, P. (Eds.). (2002). Teacher thinking, beliefs and knowledge in higher education. Kluwer Academic Publishers. http://dx.doi.org/10.1007/978-94-010-0593-7

Johnson, K. E. (1990). The theoretical orientations of English as a second language teacher: The relationship between beliefs and practices. Journal of Reading Behavior, 24, 83-108.

Johnson, K. E. (1992). The relationship between teachers' beliefs and practices during literacy instruction for non-native speakers of English. Journal of Reading Behavior, 14(1), 83-108.

Johnson, K. E. (1994). The emerging beliefs and instructional practices of pre-service English as second language teachers. Teaching and Teacher Education, 10(4), 439-452. http://dx.doi.org/10.1016/0742-051X(94)90024-8

Khonamri, F., & Salim, M. (2010). The interplay between EFL high school teachers' beliefs and their instructional practice regarding reading strategies. Novitas-ROYAL (Research on Youth and Language), 4(1), 96-107.

Kunt, N. & Özdemir, Ç. (2010). Impact of methodology courses on pre-service EFL teachers' beliefs. Procedia Social and Behavioral Sciences, 2, 3938–3944.

Kuzborska, I. (2011). Links between teachers' beliefs and practices and research on reading. Reading in a Foreign Language, 23(1), 103-129. Retrieved from http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=66913387&site=eds-live

Mslaini. (2017). Strategies for Teaching Reading Comprehension. *English Educational Journal*, *8*(1), 66–77. http://jurnal.unsyiah.ac.id/EEJ/article/view/6129

Oxford, R. L. (1990). Language Learning Strategies. What every teacher should know. New York: Newbury House/Harper & Row.

Pang, et al (2003). Teaching reading. Geneva: International Bureau of Education.

Rahimi, M., & Weisi, H. (2018). The Impact of Research Practice on Professional Teaching Practice: Exploring EFL Teachers' Perception. *Cogent Education*, *5*(1), 1–15. https://doi.org/10.1080/2331186X.2018.1480340

Richardson, V. (2003). Pre-service teachers' beliefs. In J. Rath, & A. C. McAninch (Eds.), Advances in Teacher Education series, 6, 1-22. Greenwich, CT: Information Age Publishing.

Serravallo, J. (2015). The reading strategies. Portsmouth: Greenwood Publishing Group.

Smith, D. B. (1996). Teacher decision -making in the adult ESL classroom. In D. Freeman, & J. C. Richards (Eds.), Teacher learning in language teaching (pp. 197-216). Cambridge: Cambridge University Press.

Willingham, D. T. (2006). The usefulness of brief instruction in reading comprehension strategies. American Federation of Teachers, 30(4), 39-45.