EFL Teachers' Beliefs about the Use of Reading Strategies

Dilek Çakıcı[a] *

[a] Ondokuz Mayıs Üniversity, Samsun, Turkey

Abstract

This study aims to investigate EFL teachers' beliefs about the use of reading strategies and what strategies they employ through reading stages in EFL classrooms. In addition, the study aims to compare the teachers' gender and the schools where they are working with the strategies they use. A total of 44 EFL teachers (18 females, 26 males) working in secondary and high schools participated in this study. Data are collected by the questionnaire (a 51-item Likert-Type scale) developed by İlk (2012). The research methdodology applied in this study is quantitative design. Frequencies, percentages and Mann Withney U test are used to analyze the data obtained. According to the results of the research, the teachers generally believe the necessity of the reading strategies and they prefer to use reading strategies almost in all stages. Besides, the results of the study indicate that post-reading strategies are the least preferred strategies and there is not any relationship between teachers' gender and school types and their beliefs about reading strategies.

Keywords: Teachers' beliefs; reading strategies; strategy use.

1. Introduction

Upon an in –depth review of the existing literature on language learning, it is highly suggested that learners are assumed to be competent in four basic skills in target language. A major claim of language learning as a multifaceted process is that language learning entails receiving and understanding the message by listening and reading, then producing a new message through speech or written texts. According to Carrell (1984, p. 1), "for many students, reading is by far the most important of the four macro skills, particularly in English as a second or foreign language". Reading is one of the most significant activities in a language class, since it not only provides a source of information and pleasurable activity but also helps learners extend and consolidate their knowledge in the target language (Rivers, 1981). Also, reading is the fundamental purpose for most of EFL learners to learn language (Dubin and Bycina, 1991). According to Alyousef (2006), any reading component of an English language course may include the following goals: the ability to read a wide range of texts in English, building a knowledge of language which will facilitate reading ability, building schematic knowledge, the ability to adapt the reading style according to reading purpose (i.e. skimming, scanning), developing an awareness of the structure of written texts in English, taking a critical stance to the contents of the texts. Sarıçoban (2002) states that reading involves a variety of cognitive processes (e.guessing from the texts, skimming, scanning) where the reader both reads and tries to

work on the information in the text. These reading processes involve the text, the reader, and the interaction between the two.

1.1. Reading strategies

Reading is considered to be an interactive process in which readers have a conversation with the writer even though the writer is not present in the immediate environment. In that sense, teachers should be aware of that particular process and pay attention to incorporate related reading activities adopted or adapted to their own teaching practices accordingly, so that they can ensure students' interaction with the texts effectively. There is a plethora of reading strategies which help teachers to design these activities appropriately. Reading strategies are purposeful, cognitive actions that are used to construct and maintain meaning. They reveal how the readers manage to interact with the text for comprehension (Singhal, 2001).The readers apply many strategies to interact with the text to reconstruct the meaning of the texts. For instance, the reader compares information in the text to his or her background knowledge or prior experience.

According to Rubin and Wenden (1987, p. 23), learner strategies "contribute to the development of the language system...and affect learning directly." In other words, learning strategies refer to the characteristics stimulated in students to enable them to become more proficient language learners (Oxford, 1990, p. 11). In addition, learning strategies are "…. specific actions taken by the learner to make learning more easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations" (Oxford, 1989, p. 8). It is among the teacher's responsibilities to motivate the learners to read by selecting the appropriate materials and by applying the appropriate reading strategies at the right time. The role of teacher at all stages of the language learning process cannot be denied. Teachers also need to lead the students to use and personalize the strategies to read efficiently. Teachers need to know how to incorporate reading to the classroom in order that learners can benefit from reading as much as possible. Strategies also help learners to control the reading and gain confidence to read in the target language. They may give the students an aim to attain and the students become aware of what they are doing, so students can monitor themselves. In this way, "strategies make the often invisible work of reading actionable and visible" (Serravallo, 2015, p.1). Brantmeier (2002, p. 1) summarizes reading strategies as follows: skimming, scanning, guessing, recognizing cognates and word families, reading for meaning, predicting, activating general knowledge, making inferences, following references, and separating main ideas from supporting ideas.

Teachers need to teach reading through strategies. It is widely known that there are certain commonly used strategies in reading pedagogical practices. Anderson (1999, p. 4) declares six strategies to teach reading: activate prior knowledge, cultivate vocabulary, teach for comprehension, increase reading rate, verify reading strategies, and evaluate progress. Duffy (2009) points out that although there are varieties of strategies, there are a few strategies that readers use again in various ways. These are: making predictions, monitoring and questioning what is happening, adjusting predictions as you go, creating images in the mind, removing blockages to meaning, reflecting on the essence or the significance or the importance of what has been read. Besides, reading strategies are classified under three basic stages as follows: before the reading, while reading, after reading (Duffy, 2009). Barnett (1988) divides reading strategies into two general categories. Text level strategies approach the reading texts as a whole. Prior knowledge, reading for general idea or specific information, reading for a purpose or looking at titles or illustrations to make sense of the texts are involved in text level strategies. Word level strategies are related to word meanings through using context, grammatical categories of words, following reference words, recognition of meanings by looking at word families or formation.

1.2. Teachers' beliefs about reading strategies

As it is widely accepted in language teaching realm, teachers have an undeniable role in fostering students' use of reading strategies. Therefore, they should have the impetus to integrate reading strategies to regular reading activities and to instruct students on strategies. The more teachers believe the necessity of the using of the reading strategies, the more they need to use them. In essence, teachers' beliefs deeply influence their own consciousness, their teaching attitudes, methods and techniques, subsequently, learners' development (Kunt and Özdemir, 2010). In a similar vein, teachers' positive beliefs towards teaching strategies or techniques influence their performance in the classrooms positively. Peacock (2001, p. 178) defines belief as "psychologically held understandings, premises, or propositions about the world that are felt to be true". Pajares (1992, p. 4) states that beliefs are ….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… . Beliefs are basic constructs in every discipline that deals with human behavior and learning. Teachers' beliefs influence classroom practices they implement, their consciousness, teaching attitude, teaching methods and teaching policies. Teachers' beliefs also strongly affect teaching behavior and, finally learners' development naturally (Horwitz, 1999). According to Johnson (1994, p. 439), research on teacher beliefs consists of three basic assumptions: (1) Teachers beliefs influence their perception and judgment. (2) Teacher 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. Based on these assumptions, it may be declared that teachers' preconceptions about actions and decisions they made in EFL classrooms influence learners' progress directly. It is important, therefore, to understand teachers' belief system towards reading strategies. In this study, the main aim is to investigate EFL teachers' beliefs about using reading strategies in EFL classroom.

1.3. Research questions

This study aims to find out answers to the following research questions: 1) What are EFL teachers' beliefs regarding the reading strategies employed through pre-reading stage? 2) What are EFL teachers' beliefs regarding the reading strategies employed through while reading stage? 3) What are EFL teachers' beliefs regarding the reading strategies employed through post-reading stage?   4) What are the most preferred and the least preferred reading strategies by EFL teachers? 5) Is there a significant difference between English teachers' beliefs regarding reading strategies and their gender? 6) Is there a significant difference between English teachers' beliefs regarding reading strategies and their schools where they work?

2. Method

The study aims to find out EFL teachers' beliefs about the use of reading strategies and indicate what strategies they employ through reading stages. Thus, this study was designed as a survey model.

2.1. Sample / Participants

The questionnaire form was conducted on 44 EFL teachers. Of the EFL teachers 26 were females and 18 were males. 24 teachers working at secondary schools and 20 teachers working at high schools voluntarily participated in the study.

2.2. Instrument(s)

A questionnaire developed by İlk (2012) was used to collect data. The questionnaire named as "Teachers' practices of reading strategies in the classroom" is administrital to EFL teachers to investigate their beliefs and preferences regarding pre-, while and, post-reading strategies. For the present study, the Cronbach Alpha was reported to be 0. 87 which showed acceptable consistency of reliability. The questionnaire for this study consisted of two parts. The first part aimed at gathering participants' background information; their gender and types of school they work. The second part of the questionnaire aimed to find out the frequency of the reading strategies teachers claimed to use in reading course. This section was based on a five point Likert type scale including 5 statements of preferences (1: Always; 2: Usually; 3: Sometimes;4: Rarely; 5: Never). In this section, participants were asked to choose the number which reflected the frequency of reading strategies they use. The questionnaire consisted of fifty-one questions. First fifteen items were designed to deduce the teachers' practices regarding pre-reading strategies. Items from sixteen to forty-three were designed to elicit the teachers' usage of reading strategies while reading and items from forty-four to fifty-one were designed to investigate the teachers' reading strategies after reading. In this section participants were asked to choose one item that described the frequency of their reading strategy usage.

2.3. Data analysis

The analysis of data was carried out using SPSS (Version, 22.00) package program. Mann Withney U test was also used to find the significance of differences among the variable

3. Results and Discussion

Tablo 1. The frequency and percentages of use of pre-reading strategies

Pre-Reading Strategies	1+2		3		4+5	
	F	*%*	*f*	*%*	*f*	*%*
1.I ask students to look at the title and guess the subject of the text.	28	63.7	8	18.2	8	18.1
2.I ask students to identify the topic (previewing).	31	70.4	5	11.4	8	18.1
3.I ask students to look at the pictures and predict how it relates with the text.	31	70.4	5	11.4	8	18.1
4.I ask some warm-up questions before reading	28	63.7	6	13.6	10	22.7
5.I ask students to read the text silently.	31	70.4	6	13.6	4	15.9
6.I ask students skim the text quickly before reading.	19	43.2	14	31.8	11	25
7.I ask the students' experience related with the topic.	23	52.3	11	9.6	10	22.8
8.I teach some important words before starting to read.	24	54.6	13	5.8	7	15.9

9.I encourage students to activate their background knowledge related to the content of the text.	30	68.2	7	15.9	7	15.9
10.I evaluate guesses and try new guesses if necessary.	25	56.8	7	15.9	12	27.3
11.I adjust strategies to the purpose for reading.	24	54.6	15	34.1	5	11.4
12.I ask students to establish the purpose in reading text.	19	43.2	15	34.1	10	22.7
13.I encourage students to increase the speed in silent reading.	19	43.2	14	31.8	11	25
14.I recommend my students the process of note-taking.	24	54.6	12	27.3	7	15.9
15.I use the same strategy for all texts.	22	50	9	20.5	13	29.5

Table 1 indicates EFL teachers' beliefs and preferences about the use of pre-reading strategies. Fifteen items aim to investigate teachers' practices before reading. According to the table, the participants prefer to use different types of pre-reading strategies. The results reveal that the most frequently preferred strategies with 31 teachers are leading learners to identify the topic through questions (item 2), relate the text to the pictures (item 3) and reading the text silently (item 5) . These choices identifying the topic and relating the text to the pictures indicate that most of the teachers give importance to draw learners' attention to the topic before reading. In this way, students can guess what the text will be about. Topics give a general idea for the students about the content of the texts. They will know what they will read about, so they can feel ready to read. For item 5, teachers may ask students to read the text silently for deeper understanding of the texts.

30 participants state that they encourage students to activate their background knowledge related to the content of the text (item 9). Most of the teachers may choose this item for various reasons. Firstly, prior knowledge helps learners to comprehend and engage in the texts deeply. They may feel that the texts are not new to them, so they will not have difficulty in interacting with the text. Thus, students' prior knowledge may increase students' confidence about their reading skills. Secondly, generally teachers try to draw students' interests to the activities whatever skills the activities are related to. It does not matter whether it is a listening, writing, speaking or reading activity, prior knowledge can give great motivation to go on the activity. Lastly, students are familiar with the topics about which they have prior knowledge, so they are more willing to learn more about these topics.

The least agreed item (15) is using the same strategy for all the texts. 13 participants do not agree to use the same strategy. The reason for that result may be that there are different types of reading texts and a single strategy may not work appropriately for all of them. From that perspective, teachers cannot generalize reading strategies to all the texts, otherwise this results in monotonous classes. Students may not feel excited for both texts and the course.

12 participants state that they do not evaluate guesses and try new guesses if necessary (item 10). This item is associated with deducing meaning from the texts. The teachers may not pay attention to employ that cognitive ability regarded as deducing as they may think that it takes long time to practice. Furthermore, it is generally considered as necessary for advanced learners.

11 participants do not need to encourage students to increase the speed in silent reading (item 13). This may imply that they do not give importance to the reading speed. The teachers believe that comprehension is the primary aim of reading rather than reading faster.

Table 2. The frequency and percentages of use of while reading strategies

While-Reading Strategies	1+2		3		4+5	
	F	*%*	*f*	*%*	*f*	*%*
16.I ask students to read the text only once.	13	29.5	14	31,8	17	38.7
17.I ask students to read the text aloud more than once.	19	43	11	25	14	31
18.I encourage the students to pay attention to the parts of sentences such as phrases and clauses.	19	43	15	34.1	9	20
19.I encourage students to pay attention to the sentence structure, such as subjects and objects.	22	50	11	25	11	25
20.I ask students to read clusters of words as a unit.	19	43	14	31.8	11	25
21.I encourage students avoid habits such as reading word-by word.	21	47	11	25	12	27
22.I encourage students to translate the text into L1	22	50	8	18.2	14	31
23.I encourage students to use dictionary for the unknown words.	30	68	5	11.4	8	18
24.I encourage students to use context as parts of words (prefixes, suffixes, and stems) to work out the meaning of unknown words.	23	52	12	27.3	9	22
25.I read the text fully and then present it to the students.	26	59	6	13.6	14	27
26.I ask students to skim the text.	21	47	10	22.7	13	29
27.I comment on the significance of the content and question the information in the text.	27	61	9	20.5	8	18.2
28.I help the students to visualize the information in the text.	28	63.6	8	18.2	8	18
30.I ask students to guess the unfamiliar words in co-text.	26	59.1	8	18.2	6	22.8
31.I ask students to distinguish main idea from minor ideas.	21	47.7	9	20.5	14	31.3
32.I allow the students to go on reading even when unsuccessful.	28	63.6	7	15.9	9	20.5
33.I ask students to focus on meaning of the text not the form.	25	56.8	12	27.3	7	15.9
34.I encourage students disregard insignificant words.	21	47.7	17	38.6	6	13.6
35.I ask students to deduce meaning from the context.	27	61.4	8	18.2	9	20.4
36.I ask students to deduce meaning of the words from structures.	24	54.9	12	27.3	8	18.2
37.I encourage students to benefit from relationships of cause and effect in the text.	25	56.8	9	20.5	10	22.7

38.I recommend my students the process of note-taking.	27	61.4	5	11.4	12	27
39.I ask students to re-read for better understanding	27	61.4	7	15.9	10	22.7
40.I ask students to take notes, highlight or underline the important notes.	28	63.6	9	20.5	7	15.9
41.I give active role to the students.	23	52.3	13	29.5	8	18.1
42.I ask students to focus too much on form at the expense of meaning.	18	40.9	9	20.5	17	38.7

According to table 2, item 23 is the most preferred while reading strategy. 30 teachers state that they encourage students to use dictionary for the unknown words. This implies that teachers give importance to make the students familiar with the use of dictionary.

The second most preferred while reading strategies are items 28, 29, 32 and 40. For item 28, teachers help learners visualize the text. Teachers may think that visualization can deepen the meaning in the mind. Item 29 indicates that teachers try to lead the learners connect the new information with the previous knowledge, so they can make sense of and store the new information easily. Teachers do not prefer giving the information in isolation, rather they try to give in a context where learners can relate the new information to the existing ones. According to the 32th item, teachers allow their students to continue reading even they are not successful. This implies that teachers are aware of the fact that motivational factors are essential in reading. They may try not to discourage the learners. For item 40, teachers state that they ask students to take notes, highlight or underline the important clues. Thus, they try to ensure that the students focus on the main points of the text. Since, taking notes, highlighting or underlining are valuable strategies that draw their attention to the necessary parts while and after reading processes.

The least preferred items are 16 and 42 with 17 teachers. Teachers state that they ask their students to read the text more than once. Teachers believe that the students need to deal with the text in detail for better understanding. Item 42 indicates that teachers do not agree to focus too much on form at the expense of meaning. They may think that when students focus on structures too much, the students may miss the core meanings of the words or the sentences.

14 teachers disagree on the statement that teachers ask students to distinguish main idea from minor ideas. They do not ask the learners to differentiate among the ideas. This may hinder learners to see the connections between the ideas.

Table 3. The frequency and percentages of use of after reading strategies

After-Reading Strategies	1+2		3		4+5	
	F	*%*	*f*	*%*	*f*	*%*
43. I ask students to look back over a text and summarize it.	14	31.8	23	52.3	7	15.9
44. I ask students whether the text is relevant to my reading goals.	12	27.3	20	45.5	12	27.3
45. I ask students to go back to read the details of the passage to find the answers of the questions.	25	56.8	5	11.4	14	31.9
46. I monitor the students reading and the state of learning.	25	56.8	8	18.2	11	25
47. I ask comprehension questions about the text.	23	52.9	7	15.9	14	31.8
48. I give students a quiz about the text.	14	31.1	20	45.5	10	22.7
49. I give students follow-up activities related to the text.	22	50	10	22.7	12	27.3
50. I ask students to evaluate and criticize the text.	21	47.7	11	25	12	15.9
51. I ask students to discuss the text after reading.	19	43.2	14	31.8	11	25

Among the post reading activities, strikingly items 45, 46 and 47 are both the most preferred strategies and the least preferred ones as well. 25 teachers choose item 45 and state that they ask learners to read the details of the text to have a deeper understanding of the text. They may think that the students need to read the texts' details to internalize it. On the other hand, 14 teachers disagree with the same item. They may consider that it is unnecessary to read texts' details depending on their strategy preferences or time consuming. The item 46 is chosen by 25 teachers and it reveals that teachers need to be monitor and observer to check their improvement in reading skill. As it is clearly evident 11 teachers do not agree with the same item. They do not need to monitor the students' reading. This may point out that they do not pay attention to the outcome, not the process. The item 47 chosen by 23 teachers is parallel with the item 45 in that they support reading in detail.

Table 4. Mann Whitney results according to gender

Gender	N	Mean Rank	P Deviation
Females	28	1.59	0.497
Males	18		

According to Mann Whitney U Test results, it is viewed that there is no significant relationship between teachers' gender and their beliefs about use of reading strategies.

Table 5. Mann Whitney results according to types of schools

Types of School	N	Mean Rank	P Deviation
Secondary	24	1.45	0.504
High	20		

When the teachers' schools where they work are compared to their beliefs about reading strategies, it is observed that there is no relationship between them

4. Conclusions

It is widely known that one of the main aims of reading skill is to help students to become efficient and good readers. In order to attain this aim, teachers should train the students how to employ or utilize reading strategies efficiently and properly to make greater progress in reading. In that sense, this study focuses on to investigate EFL teachers' beliefs regarding the types of reading strategies preferred in their classroom practices. It is claimed that there is a close relationship between teachers' beliefs about using reading strategies and students' academic achievement in reading skill. According to the results of the study, EFL teachers displayed positive beliefs towards the use of reading strategies. The majority of EFL teachers believe the necessity of the reading strategies at pre, while and after reading stages in reading process. In addition, they support to use all the activities and encourage students to do the activities in reading course. Most of the teachers agree with employing strategies before and while reading stage. On the other hand, post reading activities are preferred less than pre-reading and while reading activities. The research findings show that a great number of teachers are familiar with reading strategies and employ them in EFL classrooms. It is hoped that this study will provide English teachers with an in – depth understanding about three reading stages to make decisions on how and what they should do to keep their students much more involved in the reading process. As foreign language teachers have responsibility for fostering positive beliefs towards language learning, teachers' own preconceptions or perceptions about the use of reading strategies have great effect on language learning. To fulfill this responsibility, teachers' knowledge about reading strategies should be strengthened through both pre and in-service education.

For pre-reading strategies, the majority of teachers showed agreement on drawing learners' attention to the topic before reading. The findings showed that EFL teachers do not prefer to use the same strategy for all texts. Although there is a variety of reading texts to be used as teaching materials, only single strategy may not work appropriately for all the text. It is impossible to generalize reading strategies to all the texts. Conversely, some teachers disagree on the use of pre- reading strategy on encouraging students to increase the speed in silent reading. EFL teachers consider that the essential aim of reading is to comprehend the text, not to read faster.

As for while reading strategy, most of the teachers stated that they ask and encourage students to use dictionary for the unknown words. This implies that teachers paid attention to make the students familiar with the use of dictionary. On the other hand, teachers indicated that they ask their students to read the text more than once. Teachers believe that the students need to deal with the text in detail for

better understanding. In addition, teachers do not agree to focus too much on form at the expense of meaning. They may think that when students focus on structures too much, the students may miss the core meanings of the words or the sentences. Additionally, EFL teachers disagreed on the statement that teachers ask students to distinguish main idea from minor ideas. They indicated that they do not ask the learners to differentiate among the ideas. Without no doubt, this may hinder learners to see the connections between the ideas.

Among the post reading activities, majority of the teachers lead learners to read the details of the text to have a deeper understanding of the text. They may think that the students need to read the texts' details to internalize it. On the contrary, some of teachers pointed out that there was no need to read the texts in details. Instead, it is sufficient to catch the gist idea of the text.

This study suggests that using reading strategies may help learners to attain main aim of reading. The present study also indicates that reading strategies should be integrated into regular reading methodology in language classes, especially in EFL classes. It is not a smooth and easy process to integrate and employ reading strategies in EFL classes. Factors like the problems with the unwillingness of the students, hardness to break old habits of both teachers and students, limited time, and so on all render it more difficult to apply strategies. However, through organizing the variables like time, strategy selection, student background it is believed that letting and teaching students to use can bring better performances (Yaman and Çakıcı, 2013). In the light of the findings yielded by this study, using pre, while and post reading strategies can be highly effective for reading comprehension and thus for language learning. Therefore, the teachers should be made aware of the importance of reading strategies. The use of reading strategies in EFL classrooms have certain implications for EFL teachers. Firstly, the curriculum followed at ELT departments should be reviewed to meet Turkish EFL learners. Prospective EFL teachers should know reading methodology both theoretically and practically, also be trained about the necessities of implementation of reading strategies into their teaching practices, and when/ how and why to employ strategies in reading English. Additionally, they should be provided chances to practice effective reading strategies by taking part in their classroom activities. In that sense, the determination of EFL teachers' beliefs regarding the use of reading strategies in their teaching experiences are required. Innovative methods and techniques in reading should be followed to improve teaching practices and teacher education program considering Turkish EFL context. English language teachers' awareness on this issue should be enhanced through in-service training programs to be initiated by the Ministry of National Education in cooperation with universities. In conclusion, in order to provide permanent and effective language learning, EFL teachers should make use of reading strategies. EFL teachers should gain great deal of knowledge and skill about use of reading strategies. The teachers should discover their own strategies, consider new ones, learn how to model and teach them. In addition, EFL teachers should have many opportunities to practice and evaluate teaching techniques and methods, and plan how they will integrate strategy-based instruction into curriculum. Therefore, professional training courses may increase necessary awareness of EFL teachers are convinced of the value of using reading reading strategies in their teaching practices.

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İngilizce Öğretmenlerinin Okuma Stratejilerinin Kullanımına Yönelik İnançları

Öz

Bu çalışma İngilizce öğretmenlerinin okuma stratejilerinin kullanımına ilişkin inançlarını ve okuma basamaklarında hangi stratejileri tercih ettiklerini incelemeyi amaçlamıştır. Ayrıca, bu çalışma öğretmenlerin cinsiyet ve çalıştıkları okul türü değişkenleri ile strateji kullanımlarını kıyaslamayı hedeflemiştir. Araştırmaya ortaokul ve liselerde çalışmakta olan 44 İngilizce öğretmeni katılmıştır. Araştırmada veriler, İlk (2012) tarafından geliştirilen anketin uyarlanmasıyla toplanmıştır. Verileri analiz etmek için, her maddenin frekansı ve yüzdelik değeri alınmış, ayrıca Mann Whitney U test kullanılmıştır. Araştırmanın sonuçlarına göre, öğretmenler genellikle bütün okuma basamaklarındaki stratejilerin gerekliliğine inanmakta ve bu stratejileri kullanmaktadırlar. Ancak, okuma sonrası stratejileri daha az tercih edilmiştir. Öğretmenlerin cinsiyetleri ve çalıştıkları okul türleri ile kullandıkları okuma stratejileri arasında anlamlı bir farklılık bulunamamıştır.

Anahtar sözcükler: öğretmen inançları; okuma stratejileri; strateji kullanımı.

AUTHOR BIODATA

Asst. Prof. Dr. Dilek Çakıcı hold her M.A. and Phd in ELT from Dokuz Eylül University in İzmir. Her research interests are mainly about teaching reading, language testing, language materials development, classroom management, aprroaches in ELT and pcychological issues in foreign language learning. At present, she has been working in ELT department at Ondokuz Mayıs University.