

ESL Novice Teachers' Beliefs and Practices on The Teaching of Reading Strategies

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ABSTRACT

In recent years, research has progressively accentuated teachers' beliefs and practices of reading strategies as the emphasis has shifted away from observing the reading result to the reading process. However, little has been done in Malaysia, specifically among novice teachers, to explore how they perceive and practice reading strategies, especially during the COVID-19 pandemic. This research was conducted to investigate ESL novice teachers' beliefs and practices in teaching reading strategies in an ESL classroom. In this qualitative study, four national secondary school ESL teachers were selected as they shared their beliefs, and actual classroom practices of reading strategies during the period of hybrid learning were conducted. The data were obtained through two online semi-structured interview sessions, a collection of documents and digital materials. The findings indicated that participants show a positive stance on teaching reading strategies by highlighting its functionality in developing essential reading skills such as enhancing vocabulary learning, facilitating understanding of the whole text and a few others. Additionally, the results revealed the teachers' classroom practices of reading strategies during the three stages of reading. The outcomes indicated that teachers' beliefs are aligned with their classroom practices though some adjustments had to be made primarily when classes were conducted remotely. Overall, the current study has further proven the continuous need for reading strategies instruction from the perspectives of novice teachers; hence, it is hoped to be beneficial for future teachers and researchers and, most notably, will help contribute to the

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Contribution/Originality: This study contributes to the existing literature by providing valuable insights about the teaching of reading strategies in ESL classroom which can be used as guidance to facilitate teachers' implementation of the strategies. Additionally, it offers a significant contribution to the expanding knowledge by providing better foresights pertaining to the ESL teaching methodology.

1. Introduction

In this fast-changing world, reading has been acknowledged as one of the primary skills deemed crucial in language teaching and learning. According to [Alyousef \(2006\)](#), there are a few objectives of the inclusion of reading component in an English language course which include developing the ability to read a variety of English texts, establishing the linguistic knowledge that will assist one's reading ability, enhancing our background knowledge and lastly, to build the ability to be able to adapt the reading style depending on the reading purposes. Based on these goals, this implies the idea that reading is such an influential element in the field of second language teaching and learning. This is further accentuated by [Luo et al. \(2019\)](#) who claimed that reading is widely known as the fundamental aspect of language input, primarily to improve other language abilities such as speaking and writing. This proves that the teaching of reading is of high importance due to its contribution to other language skills. According to [Wang and Zheng \(2017\)](#), reading skill is critical, primarily to assist students in acquiring the core competencies as it is believed that such skills will help to develop students' critical thinking and establish their linguistic confidence. This shows that reading plays a significant component in determining the students' success in L2 learning; therefore, mastering the reading strategies and skills is imperative for students to comprehend the reading text better. In this circumstance, the teaching of reading strategies is crucial as it will equip students with the necessary strategies and skills that are very much needed to become efficient L2 readers.

[Enyew and Melesse \(2018\)](#) highlighted that previous literature has proven that an effective reader is aware of the reading strategies that one should employ during the reading process, and most importantly, they must be able to utilize the approach flexibly and efficiently. However, [Ortlieb and Cheek \(2013\)](#) stated that one factor that reduces the students' reading ability is their lack of knowledge about reading strategies. This shows that the teacher plays a vital role in instilling and demonstrating how to use the reading strategies effectively during the reading process. According to [Brown \(2017\)](#), a considerable amount of attention should be given to teaching reading strategies as this is the critical factor that would allow students to progress in their L2 reading. That way, students would better understand how to use reading strategies in their respective ESL classrooms. In the Malaysian context, specifically in the Program for International Student Assessment (PISA), reading is perceived as a crucial aspect of literacy to determine the students' level of global competency. Based on the PISA's result in 2022 produced by [OECD \(2023\)](#), students in Malaysia scored 388 for reading in particular and this has decreased by 27 points as compared to the score in 2018. The reduction in score is alarming as the report indicated that there is less than 50 percent of students manage to attain level 2 for reading domain. Given the current circumstance, this result implies that more efforts are required to improve this aspect of literacy and the teaching reading strategies is essential to enhance our students' reading skills further.

According to [Richards and Schmidt \(2010\)](#), reading strategies are perceived as a method used consciously by learners to comprehend the meaning of texts, and they should be used flexibly and selectively based on the course of reading. The purpose of reading strategies is mainly to ensure the effectiveness of the reading process. [Pang et al. \(2003\)](#) highlighted that reading strategies include activating background knowledge, making predictions, revising meaning, using adequate awareness of vocabulary items, skimming, scanning, etc. Hence, second language teachers' teaching of reading strategies is highly encouraged to ensure that students can overcome the challenges in reading and, most importantly, become critical readers. Due to this, it is of high importance to take into consideration the teachers' beliefs and practices on the teaching of reading strategies as they are the ones held responsible for educating and teaching the knowledge of reading strategies to the students. Therefore, further investigating the teachers' perspectives about the reading strategies instruction might be beneficial to improve the teacher's actual classroom practices. As [Vaisman and Kahn-Howrwitz \(2018\)](#) reported, there is an ongoing interest, especially in exploring the second language teachers' beliefs towards the reading strategies and how their beliefs are reflected in the instructional practices. In addition, [Brevik \(2019\)](#) claimed that such interest is stemmed from the fact that teachers' beliefs on reading strategies are likely to influence their instructional practices of the strategy; hence, it is imperative to identify further and examine the ESL novice teachers' perspectives and classroom practices regarding the teaching of reading strategies.

In the field of English language today, numerous studies have been conducted about reading strategies among language teachers and learners. Some instances include past studies by [Kuzborska \(2011\)](#) who has investigated how the relationship between the belief system of English for Academic Purposes (EAP) teachers with regards to their reading instruction to advanced English learners in the Lithuanian university context and another research by [Luo et al. \(2019\)](#) has also explored Chinese EFL teachers' knowledge and beliefs regarding the teaching of reading in primary schools in China. In a more recent study, [Yapp, de Graaff and van de Bergh \(2021\)](#) studied the effect of reading strategy instruction in English on students' L2 academic reading comprehension. Despite the abundance of studies being conducted concerning the teaching of reading strategies, [M. Bamanger and Gashan \(2014\)](#) claimed that research literature on teacher's beliefs, particularly on the teaching of reading strategies, is scarce due to its continuous changes over the years; hence, more research is required to be conducted in this context of the study. Similarly, [Yang \(2016\)](#) suggested that reading strategies are the current focal point of research as the focus has been shifted from looking at the reading result to the reading process. Besides, [Suraprajit \(2019\)](#) posited that most ESL and EFL learners still struggle with reading, and it is closely related to reading instruction, particularly in the teaching of reading strategies; hence, research concerning this is of high importance to further identify the strengths and weaknesses of the strategies. On the other hand, [Ali and Razali \(2019\)](#) claimed that most previous studies concerning this topic were frequently conducted using the quantitative approach, and fewer research has been done using the qualitative method; hence, more in-depth studies are required to have a comprehensive perspective on the teaching of reading strategies. This signifies that the current context of the study should employ the interviews as the primary instruments, which can be followed with lesson observations. Additionally, in the Malaysian ESL context, a minimal number of research has been conducted to explore further the perspectives and classroom practices of reading strategies, specifically among novice teachers during this pandemic. With that being said, it would be a good move to further delve into the teachers' beliefs and practices,

specifically on the ESL novice teachers, as these potential participants may produce a different outcome compared to the well-experienced teachers. Thus, this study investigates Malaysian ESL novice teachers' beliefs and instructional practices in teaching reading strategies in the ESL classroom.

1.1. Research Objectives

Therefore, the present study aims to investigate the ESL novice teachers' beliefs on the teaching of reading in an ESL classroom along and to explore the ESL novice teachers' instructional practices of the reading strategies during the three stages of reading known as pre-reading, while reading, and post-reading stage. To achieve the said objectives, the following research questions are developed to guide this study.

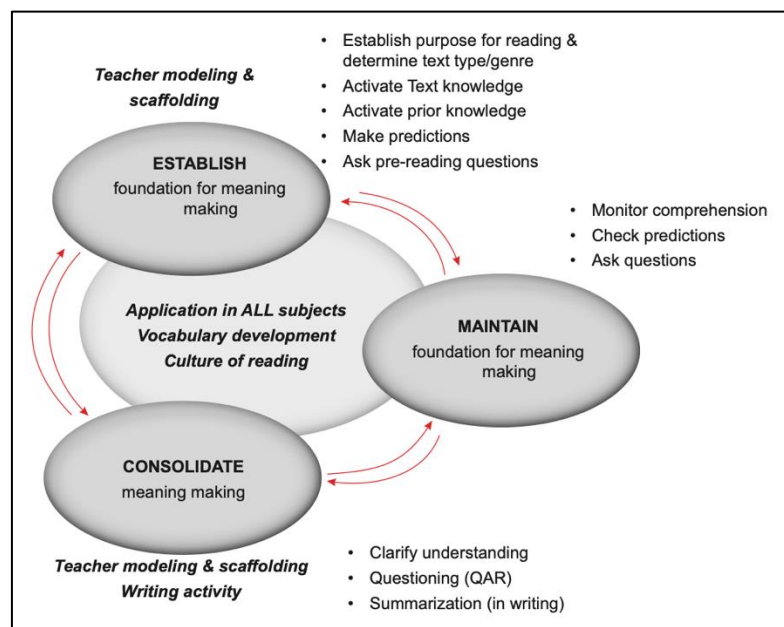
- i. What are the ESL novice teachers' beliefs on the teaching of reading strategies in an ESL classroom?
- ii. What are the ESL novice teachers' instructional practices of the reading strategies during the pre-reading, while-reading, and post-reading stages?

2. Literature Review

2.1. Theoretical Framework

This research is conducted based on the lens of the theoretical framework proposed by Klapwijk (2012), known as the EMC Reading Strategy Instruction Framework. The acronym "EMC" is the first letter of the word for each phase as stated in Figure 1: Establish, Maintain and Consolidate meaning-making processes.

Figure 1: Theoretical framework of the present study



Source: Klapwijk (2012)

This framework is designed by Klapwijk (2012) under the principle of using reading strategies in a continuous cycle with the flexibility to adapt to the recursive nature of the reading process. To put simply, reading strategy instruction is divided into three phases; however, the function can be recursive depending on the circumstances during the

teaching and learning of reading. Additionally, [Klapwijk \(2012\)](#) clarified that the proposed framework is not intended to replace any existing framework; instead, it is built further to complement the current literature concerning reading strategy instruction and to add additional new features that are perceived as relevant to the current context of the teaching and learning of reading in a second language context. Referring to [Figure 1](#), [Klapwijk \(2012\)](#) has pointed out the three major phases during reading strategy instruction: establishing a foundation for meaning-making, maintaining a foundation for meaning, and consolidating meaning-making.

In this model, [Klapwijk \(2012\)](#) referred to the three stages mentioned above: establishing meaning-making as pre-reading or before the reading phase, maintaining meaning-making processes as the while-reading phase, and consolidating meaning-making as the post-reading phase. Though this framework is divided into phases, it is worth noting that [Klapwijk \(2012\)](#) emphasizes that the strategies indicated in each stage must be sequential because the steps posited in this framework are mainly to ease the understanding of reading strategy instruction for the teachers, especially for pre-service and novice teachers. In addition, the author highlighted that the reading strategies stated above are mainly for guidance purposes; hence, other relevant reading strategies that fit any of the phases will be accepted.

Based on this framework ([Klapwijk, 2012](#)), the first stage, which is establishing meaning-making processes (pre-reading), focuses on reading strategies that can be used to create meaning based on the reading text. Some instances of reading strategies include establishing purpose for reading, activating text and background knowledge, making predictions, and providing pre-reading questions. According to the author, creating a purpose or goal for reading refers to teachers providing the purpose for reading. The reading can be reading for information, learning, or simply enjoyment. By providing such a purpose, students' meaning-making processes are activated, and they will begin to read appropriately based on the purpose given.

Regarding activating text knowledge, this strategy is referred to by the author as identifying the text type (fiction and non-fiction) to trigger learners' familiarity with the structure of the given text. Next, activating prior knowledge is when the teachers facilitate learners through discussion format to relate and link what they have learned to the current command or text they will read. Another highlighted strategy in this stage is predictions, whereby teachers encourage students to make predictions about the text even before they read it. In such a case, the use of true or false statements might be one of the most straightforward examples of how this strategy can be implemented. Lastly, pre-reading questions in this stage focus on the learners' ability to ask questions about the text before they begin reading the given text, and the questions can be anything such as the format of the text, title, genre, etc.

Next, the second stage of this reading strategy instruction framework emphasizes maintaining meaning-making processes (while reading). Teachers and learners must provide active participation during the reading process ([Klapwijk, 2015](#)). A few examples of reading strategies have been highlighted, namely: monitoring comprehension, checking predictions, and asking questions. In monitoring comprehension, teachers are encouraged to teach learners to ask themselves whether they understand the reading text or not. During this stage, the author explained that the role of the teachers is not passive as this opportunity should provide teachers with room to identify learners who lost their interests or concentration and provide them with

reading strategies such as skimming, scanning, or speed-reading to further enhance their reading. However, it is crucial to note that noise and interference should be limited and maintained at optimal conditions to ensure the reading lesson takes place smoothly.

Lastly, the third stage indicated in this framework highlights consolidating meaning-making (post-reading). At this phase, [Klapwijk \(2012\)](#) mentioned that writing could be a post-reading strategy to further clarify and demonstrate learners' understanding of the reading text. In this case, the writing does not necessarily refer to traditional full-length sentences; instead, it can answer simple questions from the texts or provide answers for the predictions they make during the pre-reading stage. Aside from that, [Klapwijk \(2012\)](#) also suggested questioning methods such as Question-Answer Relationship (QAR), Think and Search, and Author and You as some of the strategies the teachers may practice during this stage. On top of that, summarizing is another proposed reading strategy for this phase to demonstrate further students' comprehension and high level of thinking ([Klapwijk, 2012](#)). However, it is essential to clarify that such a strategy may not be suitable for all students; hence, teachers should first consider their level of proficiency before implementing such a strategy.

2.2. Teachers' Beliefs on Reading Strategies

Referring to the past works of literature, reading strategies have been widely used by language teachers in the teaching of reading to enhance the students' reading process. According to [Yapp et al. \(2021\)](#), reading is complex and complicated, and the readers' comprehension of the reading text is closely related to the reading strategies used by the readers in their reading process. Owing to this, language teachers must impart and educate the students with the necessary reading strategies to empower their reading process. However, [Pressley \(2002\)](#) posited that the success implementation of reading strategies differed from one teacher to another depending on various circumstances. Due to this, several past studies have indicated a variety of teachers' beliefs regarding the teaching of reading strategies within their teaching context.

A study by [Alsamadani \(2012\)](#) was conducted to study the EFL teachers' beliefs about cognitive and metacognitive reading strategies. The survey findings found that 75% of the teachers believed that they most prefer cognitive strategies as they find it challenging to teach metacognitive reading strategies to the students. According to the authors, this difficulty in teaching such strategy stems from the idea that teachers require more time to teach metacognitive strategy as it is more time-consuming than the others ([Alsamadani, 2012](#)). This outcome has signified the notion that each teacher in a different educational setting may posit a difference in their beliefs of reading strategies. Factor such as time-consuming is one of the reasons that impacted the teachers' beliefs. Meanwhile, [Vaisman and Kahn-Horwitz \(2018\)](#) has studied the language teachers' linguistics beliefs regarding reading instruction, and the result indicated that the majority of the EFL teachers believed that allocating a significant amount of time for vocabulary-related activities during the reading class is very much needed to enhance the reading process of the students. However, the researchers highlighted that the teachers perceived that only a small amount of time should be allocated for teaching strategies such as word reading or phonemic awareness. It might cause students to slowly lose their interest in reading the text. These outcomes posit that strategy related to vocabulary learning is much more critical than others as they believed that students' understanding of words would contribute significantly towards their motivation in reading and spelling instruction.

On the other hand, in a more recent study by [Farrell and Guz \(2019\)](#) examining the interplay between the stated beliefs and actual classroom practices among EAP teachers on teaching second language reading, it was revealed that Luiza (pseudonym) believed that incorporating personal experience during the teaching of reading is effective, especially in helping students to activate their background knowledge related to the topic of the reading text. The authors claimed that such reading strategy instruction is highly recommended to demonstrate the teachers' support and empathy during their reading lesson. Additionally, the result indicated that her students perceive strategies such as skimming and scanning as crucial reading strategies. Interestingly, the research by [Farrell and Guz \(2019\)](#) has posited that most of the stated beliefs in the study are aligned with the teacher's classroom practice. This study has implied that some teachers may be able to translate their beliefs into actual classroom practices, yet it mainly depends on their circumstances in the classroom. In contrast, [Nurkamto et al. \(2021\)](#) claimed that the teaching of reading skills among secondary school students is not aligned with the teachers' beliefs as the actual outcome indicated that some students were lack of motivation and autonomy and limited teaching materials to be utilized as the primary reasons that impede the teaching of reading instruction; hence, claiming that teaching reading strategies as challenging. These previous studies have proven that there are various outcomes when it comes to the teachers' beliefs of reading strategies.

2.3. Teachers' Instructional Practices of Reading Strategies

Apart from studies on the teachers' beliefs on teaching reading strategies, this review of literature will also provide a few instances of past research regarding teachers' instructional practices of reading strategies in the English classroom. To begin with, [Rehman et al. \(2020\)](#) has conducted a study to identify the reading strategies taught by English teachers to elementary school students during the reading lesson. The quantitative research revealed that for the pre-reading strategy, most teachers taught text previewing and using background knowledge to relate to the text more frequently to the students compared to other reading strategies. Surprisingly, making predictions is one strategy that is very unlikely to be taught by teachers to the students. This contradicted the result posited by [Bernhardt \(2010\)](#), who claimed that making predictions during the pre-reading stage is the most frequently used strategy by teachers in the reading classroom. For while-reading stage strategies, most of the teachers taught strategies such as generating questions, highlighting, and making inferences with the students to enhance their while-reading process ([Rehman et al., 2020](#)). Additionally, many teachers reported teaching visual representations for post-reading strategies as it is the most frequent strategy used by teachers to encourage students to demonstrate their understanding of the text. These findings highlight that teachers can practice those various reading strategies during the different stages of reading lessons. This will help reduce the possibility of losing their interest during the reading lesson. Meanwhile, [Ghandali and Veysi \(2018\)](#) found that the teacher often practiced reading strategies such as using visuals to encourage students' understanding of the words in the text and reading aloud. Additionally, the outcome highlighted that the teachers used the true or false method strategy in the reading lesson to encourage students to make predictions about the text. These findings imply that the teachers implemented the strategies that are perceived as best fitting with the students' needs and level of proficiency. While some may perceive reading aloud as a traditional strategy; however, in this research, it was revealed to be one of the most used strategies by the teachers in their reading classroom. Furthermore, a more recent study by [Hong and Nguyen \(2019\)](#) on the teachers' beliefs and practices of scaffolding students' reading

comprehension through questioning during the pre-reading phase has revealed that teachers often used strategies such as activating background knowledge and making predictions during the pre-reading stage. Teachers teach these strategies to the students to scaffold their reading comprehension during the pre-reading. Similar to [Ghandali and Veysi \(2018\)](#), both studies show that making a prediction is one of the strategies teachers use in the reading classroom, especially during pre-reading. However, limited details have been provided as to why teachers often teach such strategies. Owing to this, the present study hopes to provide more comprehensive information as to why teachers implemented such strategies in their classrooms.

3. Research Methods

3.1. Research Design

The present study employed a qualitative research design using a case study approach. In this study, the case is bound since only ESL novice school teachers who are teaching in national secondary schools participated in the present research. The rationale behind employing a qualitative case study approach is mainly due to its ability to provide detailed and rich information to the researchers and, most notably, allow the researcher to have a broader coverage of the issue being addressed. In the current context of the study, the use of the said approach would allow the researcher to go into greater detail on the underexplored issue of ESL novice teachers' beliefs and practices of teaching reading strategies in the ESL classroom. This is supported by [Creswell \(2009\)](#), who claimed that a certain phenomenon demands an in-depth comprehension and richer data because little is known about it; hence, it requires a qualitative investigation to be conducted. Aside from that, while measuring the teachers' beliefs is also doable to execute in a quantitative study; however, the qualitative approach is perceived as the best means as numbers may not be able to represent aspects such as feelings, ideas, thoughts, opinions, and beliefs ([Reay et al., 2019](#)). Hence, using a qualitative case study approach is crucial to conduct the present study and, most notably, to answer the research questions.

3.2. Context of the Study

This study took place at four national secondary schools located in West Coast Malaysia. These schools are situated in the urban landscapes of three different West Malaysian states. Upon graduating from the teacher training program at a premium local university in Kuala Lumpur, all the selected participants were English language teachers at national secondary schools in their respective hometowns. Since the chosen participants are teaching in schools in the urban area, it is expected that their employment of reading strategies might be more advanced, especially with technological tools in their teaching of reading. In addition, due to the previous pandemic situation, Malaysia has implemented hybrid learning in most educational institutions, including national schools around the nation. According to [Lin \(2008\)](#), hybrid learning is characterized as a concept in which online classes replace a significant amount of time of face-to-face instruction. In Malaysia, the hybrid learning mode is conducted alternately where the students have a week of online classes and another week of face-to-face classes. Therefore, these ESL novice teachers have experience conducting their English lessons via various online platforms and in an actual classroom. The online platforms used by the participants to execute their lessons include Google Meet, Zoom, Google Classroom, and Microsoft Teams.

3.3. Participants of the Study

In this research, the participants selected are four ESL novice teachers who are currently teaching in four different national secondary schools at the time of the study. In recruiting the participants, the researcher employs the use of purposive sampling. The participants were chosen among ESL novice teachers who have conducted online or face-to-face English classes because the researcher intends to explore their beliefs and practices on the teaching of reading strategies in an ESL classroom. Due to this, the sample of the participants was selected specifically to serve the purpose as indicated above. This is mainly because the said respondents have precise knowledge on the use of reading strategies and can reflect critically based on their teaching; hence, it is hoped that it will significantly contribute to the present study. Apart from that, the participants were selected based on their educational background and teaching experience. All the participants in this study have recently graduated from the Bachelor of Education (TESL) program at a local premium university located in the heart of Kuala Lumpur. Therefore, these participants' teaching experience is within three to four years or below upon completing their teacher education program. Lastly, the number of participants is only limited to four. It is deemed sufficient to investigate the ESL novice teachers' beliefs and practices of teaching reading strategies in the ESL classroom. This is because the current study is not researching the frequency or correlations between the beliefs and practices of reading strategies; therefore, a small study sample should gather in-depth information from the selected participants.

3.4. Data Collection Techniques and Sources of Data

3.4.1. *Semi-structured Interview*

In gathering comprehensive information on the ESL novice teachers' beliefs and practices on teaching reading strategies, semi-structured interviews were employed as the primary data collection method for the present study. According to [Griffie \(2018\)](#), interviews are often described as a face-to-face individual structured conversation to gather essential data for a suitable method of analysis. This form of data collection technique is deemed valuable and imperative for this research, especially in illustrating the novice teachers' beliefs and instructional practices on teaching reading strategies in the ESL classroom. On top of that, the proposed data collection method would fit the nature of the qualitative study. The selected respondents will have numerous opportunities to build authenticity by expressing their perspectives in their own words, feelings, and experiences. Also, the use of semi-structured interviews provided the selected participants with more room for flexibility as they were not confined to rigid viewpoints, and such a method is well-known in facilitating researchers to elicit more in-depth responses and information from novice teachers on their perspectives and practices of the reading strategies in their respective classrooms. In addition, a focus-group interview was conducted for this study. The reason behind such action is to probe further into their perceptions and instructional practices of the reading strategies and, most importantly, to seek consistency in their responses. By referring to the theoretical framework and previous studies, the interview consisted of two sections for each research question. Also, an interview protocol was provided to ensure that the domains of the two research questions were thoroughly described and explained.

3.4.2. Documents (Lesson Plan and Teacher's Reflection)

The second research instrument used for the present study was using documents such as lesson plans and teacher's reflections. [Creswell \(2017\)](#) posited that the use of documents is necessary as it can be accessed conveniently and represent data to which participants have given attention. Hence, such a method provided a form of stability in this research as the researcher's influence will not affect the data analysis. In this study, the researcher collected several personal documents, including participants' lesson plans/notes and teachers' reflections on their lessons. These documents are perceived as useful and of high importance. They provided better insights into the participants' classroom practices and allow the researcher to comprehend further the rationale behind the teacher's use of reading strategies. Also, it is essential to declare that these documents were acquired with the participants' permission, which was included in the consent form provided.

3.4.3. Digital material (Classroom Video Recordings)

Aside from in-depth interviews, the data from the digital source, such as classroom video recordings, were utilized as a method of data collection to further confirm the teachers' actual instructional practices of the reading strategies. [Creswell \(2017\)](#) claimed that digital material such as video recordings provides a better opportunity for participants to share their reality in a classroom setting directly. Therefore, to gather more insightful data, the use of video recording is helpful as it facilitates the researcher to understand the actual classroom practices of the reading strategies by the participants in their teaching of reading.

3.5. Data Analysis

In conducting this research, the researcher employed inductive coding in analyzing the data for this study. According to [Creswell \(2012\)](#), the inductive coding process will need the researcher to begin the detailed data such as interview transcriptions before further developing or establishing the general codes and themes based on the gathered data. Therefore, for this study, the researcher will be using [Braun and Clarke's \(2006\)](#) Six-Phase of Thematic Analysis. [Nimehchisalem \(2018\)](#) claimed that thematic analysis is one of the most common ways of data analysis in qualitative research. The six phases as proposed by the scholars consist of:

- i. Familiarizing with the data (Data will be examined until the researcher is well-familiarized with it.)
- ii. Generating codes
- iii. Codes will be examined in search of themes
- iv. Reviewing of the themes
- v. Themes will be defined and named
- vi. Writing/ Producing report

Furthermore, each of the interview sessions were transcribed in the form of verbatim transcriptions. This type of transcription was selected to ensure that detailed excerpts can be obtained from the interview. Aside from the interviews, the participants' documents and recordings were analyzed as these multiple data sources facilitated the researcher to comprehend this investigation's topic further. Therefore, in analyzing the data for this research, the researcher used thematic analysis to have a better outcome for the findings.

4. Results

4.1. Teachers' Beliefs on The Importance of Teaching Reading Strategies

4.1.1. Build Essential Reading Skills

Based on the participants' responses, it seems that most of them were fully aware of the functionality of reading strategies in a reading lesson, particularly in helping to build the essential reading skills among the students. From the interview, T2 illustrated the importance of teaching reading strategies such as skimming and scanning because it is needed when students need to transfer specific information into the graphic organizer (information transfer).

"... like I told you right, I think all these reading strategies are useful for my students because when they are exposed to this... for example, scanning, and skimming, this equip them with skills that are important especially when they need to transfer information into mind map or something... sorry I forgot the name... oh yes information transfer. T2

From the excerpt, it can be deduced that T2 believed that using reading strategies is highly needed and essential because such strategy will help students form the necessary reading skills, especially in completing their reading exercise (information transfer). In addition, T2 further elaborated in the focus group interview that her primary purpose of teaching reading strategies in the reading classroom is primarily to help them form the basic reading skills deemed required to become better with their reading. This is further proven when another participant, T4, claimed that teaching reading strategies are significant for his students because it assists the students in finding the main ideas in the reading text. According to T4, his students used to be easily demotivated when it came to reading lessons; however, when they were guided on how to read by looking for main ideas; in which they read the questions first and then identify the focus of the questions, T4 believed that such strategy had facilitated his students to build the reading skill which plays a vital role in helping them in answering the reading comprehension exercises.

Similarly, another participant, T1, commented that teaching reading strategies are needed because it establishes the necessary reading skills among the students that would benefit them in the long run.

"... I wouldn't say that teaching reading strategies would help them like a lot with their reading but for me, reading is very important and the reading skills like you know... highlighting main ideas, summarize and all that... I feel that my students need that even when they are already in university..." T1

From the response, it can be perceived that T1 believed that teaching reading strategies would help the students establish reading skills such as identifying main ideas and summarizing. Most importantly, these are among the skills that the students will still use even during their tertiary education. Therefore, the responses given by all the participants have indicated that teaching reading strategies are paramount, primarily for the students, as it would help them build the reading skills deemed essential to be used in a more extended period.

4.1.2. Enhancing Vocabulary and Linguistic Knowledge

Aside from forming essential reading skills, the findings also reported another significance of teaching reading strategies: enhancing vocabulary and linguistic knowledge. Most participants commented during the interviews that using reading strategies is imperative because it is believed to improve students' linguistic knowledge, particularly their vocabulary and grammar. One participant, T3, suggested that teaching vocabulary before going through the text is crucial because it helps students create a better foundation for their vocabulary and, most importantly, aids them in having a better comprehension of the text.

".... I feel that pre-teaching vocabulary will help my kids to understand the difficult words in the text because when they understand the words, only then they will understand the text better." T3

Referring to the response, it can be perceived that T3 illustrated the importance of reading strategies by highlighting the need for pre-teaching vocabulary due to its contribution to the students' understanding of the text. This implies the idea that the teaching of reading strategies has not only facilitated students with their reading; in fact, it has further strengthened their vocabulary through the learning of new words. Similarly, T4 further supported this by claiming that integrating grammar into the reading lesson is one of the strategies that she perceived as "relevant to be done" because it may provide students with a better understanding of the text, especially with text that uses a timeline. Also, T4 elaborated in the focus group interview by stating that teaching grammatical rules while going through the text seems to make her students more aware of the tenses used, enhancing their understanding of the rules based on the samples they obtained through the reading text. However, T4 also highlighted that her belief regarding this is very much positive due to the high level of participation given by the students; therefore, it can be implied that teachers' positive experience in using the strategies has led them to have a positive perception towards the teaching of reading strategies in an ESL classroom. To put it simply, most participants believed that the use of reading strategies is crucial, especially to enhance further the students' linguistic knowledge, namely from the prospect of vocabulary and grammar.

4.1.3. Facilitate Students' Understanding of The Whole Text

Based on the findings, one of the significances of teaching reading strategies that emerged from data analysis includes facilitating students' understanding of the whole text. Most participants believed that teaching reading strategies have also improved the students' reading comprehension, particularly with the entire passage. Two participants, T2 and T4, perceived that teaching how each paragraph is connected has enhanced the students' understanding of the whole text.

".... First of all, I think that reading strategies mcm (like) umm... will help my students to understand the entire passage better. Why do I say so? Sebab (because) I feel that for example, if we teach them about the connection from one paragraph to another in the text, I feel like they will understand the text better tau because that's how they will know how one paragraph is related to another." T4

".... when we talked about why reading strategies right, the first thing that I always think of is that we need reading strategies so that our students boleh (can) comprehend the text even better..... because for me, some of the strategies mcm (like) teaching about the connection of ideas right from one paragraph to another, that is when they can have better understanding" T2

By referring to the excerpts above, it can be deduced that both participants illustrated their beliefs on the importance of teaching reading strategies by highlighting how teaching students about the connection of each paragraph has contributed to a better comprehension of the whole text. This finding suggested that reading strategies are indeed essential from the teachers' point of view as they might improve students' understanding of the entire text in a much better way. In addition, this has been further supported by T3 as she claimed that the use of reading strategies provided students with much clearer perspectives on how the ideas from one paragraph to another are interrelated. In the interview, T3 stated that for students to comprehend the whole passage, they must first understand how the ideas presented in one paragraph are connected to the next paragraph because that will help them grasp the entire text even better. Meanwhile, in the focus group interview, T2 added that teaching students about the text types is also very much needed to enhance their comprehension of the text. This belief stemmed from the idea that knowing the text types may provide students with the expectation of what the text is about, enhancing their text comprehension. The explanations above indicate that the teachers perceived teaching reading strategies as imperative and of high importance because they believed these strategies are the key factors that would contribute to the students' understanding of the whole text. Therefore, this shows that the use of reading strategies is needed in teaching reading due to its importance, especially in facilitating the students' understanding of the text.

4.1.4. Encourage Students' Familiarity with The Text

Another highlighted importance of teaching reading strategies can be perceived based on how it helps to familiarize students with the text. Based on the findings, most of the respondents posited their beliefs on the importance of teaching reading strategies by emphasizing how students become more prepared to read the text when they have been familiarized with the topic before reading it. One of the participants, T2, illustrated her belief as follows:

".... sometimes I think you have to ease into slowly. Very slowly you need to make them recall- let them be familiar with the topic. To become more familiar with the topic first and relate to it. Because when they relate with what they have learned right, they become more prepared to read the text because they know what to expect from the text." T2

From the excerpt, T1 acknowledged that teaching reading strategies (relating with background knowledge) has better-prepared students about the text; hence, allowing them to be able to predict the content of what they are going to read. T1 further claimed during the focus group interview that some students may get easily detached from the reading lesson if they are not familiar with the topic, and this has become the reason why she perceived reading strategies as crucial in facilitating the students to get acquainted with the topic before reading the text. This is supported by T4, who claimed that reading strategies allow students to activate their background knowledge by

relating it to something that they already know. This way, he believed that it promotes students' familiarity with the topic of the reading text. T4 further explained that some topics might be too foreign to the students, and this is where the use of reading strategies is substantial because they may compare the foreign context with the local ones, hence, allowing the students to become more familiar with the said topic. Similarly, T3 depicted her belief on the importance of reading strategies by highlighting the need to use visual support in getting students to familiarize themselves with the topic of the text.

"... Okay, when it comes to reading strategies, I feel that it is significant for me to use it because... but one thing I notice the most is that it gets students more accustomed with the topic. For example, if the text is about parkour kan, I wouldn't jump right away to the term but maybe show them video ke so that they become more familiar with it. That's why I feel it's important for my reading class." T3

Referring to the excerpt, it can be deduced that T3 perceived reading strategies as essential due to its contribution to helping students to become more familiar with the topic. This indicates that reading strategies are of high importance in making the students feel more relatable to the topic of the reading text; hence, visual support is needed to further stimulate their background knowledge of the selected topic. To put it simply, the use of reading strategies is regarded as very much needed by the participants as it provides them with opportunities that allow students to become familiar with the topic, helping them become more prepared before reading the text.

4.2. Novice ESL Teachers' Instructional Practices of The Reading Strategies During the Pre-Reading, While Reading, and Post-Reading Stages

4.2.1. Pre-Reading: Focus on Activating Background Knowledge and Vocabulary

a) Activating Background Knowledge

It was reported that three participants used activating background knowledge as one of the reading strategies during the pre-reading stage. T2 claimed that during this phase, she usually focused on doing activities that could stimulate the students' prior knowledge about the text.

"... usually prior knowledge. Looking at the title- for example, title says Mobile Phones so what would the passage be about? Mobile phones- what do you know about mobile phones? That is how I activate their prior knowledge. Do you use mobile phones? What do you use it for?" T2

Based on the response given, it can be identified that T2 employed the strategy of activating prior knowledge by asking prompt questions to establish students' relatedness the students with the topic of the text. This adhered to her belief on the importance of reading strategies whereby T2 is a strong advocate of how strategies are essential in building students' familiarity with the topic of the text. This was further proven in the lesson plan and teacher's reflection gathered as she clearly stated the type of questions that she usually pointed out during the pre-reading stage; hence, confirming the use of prompt questions in activating background knowledge. Similarly,

another participant, T4 highlighted on his practice of activating background knowledge by asking the students to do a listing of words that they know regarding the topic.

"... a very useful practice for me to do when I want to start a reading lesson, for example the topic on family and ancestors. It's an actual topic for Form 3, for unit one. So, I would also do this, where I ask the students to list out how many words for family members that you know. So, they will start listing. So, from there, it's kind of steering them to this topic. You want to bring them to this topic of family. T4

As the example illustrates, T4 did not opt for prompt questions; in fact, he practiced the use of words listing to stimulate students' prior knowledge about the topic during the pre-reading. When asked further, T4 claimed that his students were quite shy to speak; hence, asking them to list out words is one of the effective ways to encourage them to relate the topic with what they already known. Interestingly, even during the online class last year, he still practiced the same method to stimulate their background knowledge using Padlet. Similarly, T1 revealed that showing pictures and videos was needed in her class, especially in stimulating students' background knowledge to relate to the current reading topic. She further elaborated that her students prefer something they can see for them to relate better with the text. This was further supported by T3, who stated that she activated the students' prior knowledge using a mind map.

"... Usually for me, I would use mind map and tell them to fill it up. For example, the topic is about theme park. So, what I usually practice, I will write- let's say for example, on the whiteboard tu 'Disneyland'. So, I would create a mind map and then I tell them- let the students go to the front and write what do they know about 'Disneyland', what do they know about theme parks." T3

According to T3, such a way was used during pre-reading primarily because her students were easily intimidated by a reading text; hence, stimulating their background knowledge is one of the means that she found effective to practice during this stage of reading to encourage their participation. However, T3 pointed out that such a way is also possible for her even in an online setting mainly because her students have access to the internet and are equipped with their gadgets. Therefore, a similar way can still be done in an online meeting through various educational tools. This shows that the teacher's belief is aligned with their classroom practices despite the shift in the learning setting.

b) Pre-teaching Vocabulary

In addition to activating background knowledge, the results indicated that pre-teaching vocabulary is another reading strategy that majority of the participants have used during the pre-reading stage. During the interview, T1 and T2 revealed that they usually teach vocabulary before going through the text.

"... - workbook, that actually has all this pre- teaching vocabulary- that helps a lot. So, we're using Book A... It comes with- they have like a text, and it comes with like word assist. So, it has like difficult words there." T1

"... the unfamiliar words they don't know, I would go- if we have paragraphs I would go by paragraph. Even then, I would locate some of the difficult words that they don't know then I explain. Because with my lower proficiency classes, they're quite shy to share what words they don't know" T2

As the excerpts illustrate, T1 pre-teaches the vocabulary using workbook whereby the difficult words can be seen in bold form, and she will explain the meaning of the words to the students. This was further confirmed based on the lesson plan provided by T1 whereby she included this in the pre-reading activity. Similarly, T2 also practiced the same strategy; however, due to her students' proficiency, she would first go paragraph by paragraph to identify the words that may seem difficult for the students. This is an interesting finding, given that T2 was not a strong advocate of pre-teaching vocabulary because she did not emphasize on the importance of using such strategy in enhancing students' vocabulary. However, in an actual classroom practice, she opted for such strategy primarily due to her students' low level of proficiency. This goes to show that pre-teaching vocabulary as presented by T1 and T2 would become useful for the students especially in expanding vocabulary knowledge.

4.2.2. While Reading: Focus on Reading Aloud and Checking Comprehension

a) Reading Aloud

When it comes to while reading, majority of the participants claimed that they often asked students to read aloud as one of the strategies practiced during this stage. According to T1, reading aloud is a strategy that she opted for this phase because it is difficult to get the students to read independently. This is illustrated in the excerpt below.

"for while-reading, normally I ask the students to read aloud. Just for them to pay attention and they like to listen to their friends read! So, in case they make mistakes, they can like correct each other or I will. That's one, read aloud." T1

Though this strategy might be traditional for some, T1 further clarified that apart from ensuring students to pay attention, she was concerned with their pronunciation; hence, practicing reading aloud helps her to correct the students' mistakes. Similarly, T3 also utilize this strategy mainly to check the students' pronunciation.

"Loudly. It depends on like, what I want to get during the class. For example, if I want to listen to their pronunciation, I tell them to do strong reading." T3

Referring to the excerpt, it can be deduced that T3 only opted for reading aloud if she is concerned with their pronunciation. This implies that on other classes, she may not do so as it may not be her focus during this stage of reading. This was further confirmed based on the teacher's reflection provided by T3 whereby she pointed out that reading aloud is not compulsory in her reading class; however, if she feels the need to do so, she will ask the students to read loudly. On the other hand, T2 also adopted the same strategy during this stage by asking her students to read aloud; however, her focus was not on their pronunciation but primarily on encouraging her students to read regardless

of their pronunciation. Through this, it can be observed that these teachers used the same strategy; yet their rationale for doing so was different depending on the students' needs.

b) Checking Comprehension

Aside from reading aloud, the results indicated that asking questions to check students' comprehension is another reading strategy used by all the participants. During the interview, T2 claimed that she used this strategy a lot during while reading because it seems to be the only way for her to ensure their understanding of the text.

"You paragraph 2, you paragraph 2, you paragraph 3. Explain to me and your friends what the passage is about." So, I will give them guided questions, for example, question one, who is talking, who is being introduced? Question two, what is it talking about? Question number three, what advice does it give. So, give them guided questions." T2

As the example illustrates, T2 divided the paragraph to each student and asked them to retell again about the text. When asked further, T2 revealed that her students easily demotivated when it comes to reading; therefore, assigning them with such task will help her to check their comprehension; hence, she used questions and retelling strategy to ensure their understanding. This practice is further confirmed based on the video recording shared by T2. Since it was conducted in an online class early this year, the teacher managed to get the students into groups using "room" application on Google meet. Thus, confirming her practice of using the reading strategy during while reading. This was further supported by T4 who stated that he used the comprehension fully to check the students' comprehension of the text. This is evident based on the excerpt below.

"... when I go into the comprehension questions- so from the comprehension questions, they'll be asking main ideas, they'll be asking the specific information. And then they need to read the text again. So, from there they're looking for information to answer the question" T4

Referring to the response above, it can be deduced that T4 followed exactly the questions provided in the textbook for his while-reading activity. When probed further, T4 claimed that he only has 35 minutes per lesson; hence, he needs to be quick in checking the students' comprehension of the text. Therefore, the questions designated in the textbook aided him in ensuring students the text that they read. This is evident based on his lesson plan as most of his while-reading activity includes using comprehension questions to enhance students' understanding of the text. Additionally, T3 and T1 also stated that they usually used questions and retelling strategies to check students' comprehension. However, since their students are of low proficiency, they need to adjust the questions to suit the student's level because T1 once mentioned that her students got easily "distracted" if they felt the questions were too difficult. This goes to show that the teachers adhered to their beliefs on the importance of reading strategies; however, adjustment is needed to ensure that the strategy can still be practiced even among low-proficiency students.

4.2.3. Post Reading: Focus on Discussion (Questioning)

a) Questioning

For the post-reading stage, the findings showed that many of the participants are more inclined towards the use of questioning in the form of discussion as one of their post-reading strategies. During the focus group interview, most of the participants commented that they do not use strategies such as summarizing (writing) or any other critical-based activities to avoid students from getting overwhelmed with the lesson. One participant, T4 claimed that he often asked opinionated questions during post-reading. This is evident based on the excerpt below.

“Usually for post reading, I ask for the students’ opinions on questions where you ask them to imagine, questions where you ask them to share their opinions, that would be much more interesting yeah something like that. Perhaps it’s a topic on interesting places, around the world. And then towards the end, I would say, “Where would you want to go for your dream vacation? “and why? And then they would share their answers.” T4

From the excerpt, it can be observed that T4 used questioning to provide students to give their opinions through the classroom discussion. When probed further, T4 stated that his students become more engaged in the discussion especially when they get to clarify their understanding of the text through the discussion. This is confirmed based on the teacher’s reflection provided by T4 as he clearly stated that this stage is also used to encourage students to voice their opinions and strengthen their understanding of the topic of the text. Similarly, T3 and T1 also pointed out their practices of questioning strategy during the post-reading stages. T3 mentioned that such strategy provides more opportunities for her students to go beyond the text and eventually help them improve their thinking. When asked further, T3 claimed that though the text's topic is often factual, the strategy gives more room for the teacher to give out questions that require them to think deeper and not just focus on the surface meaning. Meanwhile, T2 used questions that students find more relatable to them, such as the invention of the mobile phone and the applications they might want to have if they were to create one. In another instance, T2 also pointed out questions such as “How to strengthen your familial bonds?”. This is evident in the lesson plan provided by T2, confirming the questioning strategy used during the post-reading stage. Interestingly, this finding indicates that the teachers’ belief is aligned with their practices as most of them are strong advocates of the importance of reading strategy in improving students’ thinking skills. This shows that the participants apply what they believe in their actual classroom practices.

4.3. Discussion of Findings

Concerning previous studies on similar topics, this research has indicated several key findings regarding novice ESL teachers’ beliefs and practices in teaching reading strategies in ESL classrooms. One of the significant findings in this study has demonstrated that reading strategies are substantial, particularly towards establishing reading skills deemed required for academic reading. This finding follows [Farrell and Guz \(2019\)](#), which suggested that teachers must help develop specific reading skills as reading is a complex activity; hence, the use of reading strategies is greatly needed, especially in forming the reading skills among students. Likewise, this outcome has further supported the findings by [Luo et al. \(2019\)](#), which suggested that proper use of

reading strategies is crucial to ensure the students' adequate development of reading skills. However, these scholars highlighted that while reading strategies are paramount in helping students, it is equally necessary to consider their reading proficiency as this plays a vital role in ensuring the development of their reading skills. Similarly, the teacher's beliefs on this matter also emphasized that their beliefs concerning this importance are mainly influenced by their students' proficiency, encouraging them to believe as such.

Next, another prominent outcome of this study focused on the teachers' belief in the importance of reading strategies in empowering students' vocabulary knowledge. According to [Vaisman and Kahn-Horwitz \(2018\)](#), vocabulary knowledge is one of the predictors in ensuring reading comprehension. The findings of the current study further confirmed this statement as it was found that the use of reading strategies is primarily needed to enhance vocabulary knowledge to help students better understand the reading text. Additionally, [Smilgiené \(2015\)](#) posited the same stance by emphasizing the belief that teaching vocabulary in the reading lesson is of high importance, mainly to ensure good reading comprehension. However, this current outcome contrasts with findings from past research, which claimed that they perceived the use of reading strategies to be of little value, specifically towards vocabulary learning. This is because their students are highly proficient and motivated ([Pookcharoen, 2016](#)). This indicates that such belief stems from the students' proficiency as another indicator influencing their perceptions of the importance of reading strategies.

Aside from that, the novice teachers also expressed their beliefs on the importance of providing students familiarity with the text through the teaching of reading strategies. This finding has further extended the study by [Sa'adah et al. \(2018\)](#), which highlighted the use of reading strategies such as using visuals and illustrations as highly appropriate and relevant to be practised due to their contribution to giving a sense of familiarity with the content of the reading text to the students. In addition, [Cakici \(2016\)](#) noted that aside from strengthening students' reading comprehension, using reading strategies is primarily to familiarize students with the text, allowing them to relate better when they begin reading. This statement reflects the findings of the current study whereby the novice teachers perceived reading strategies as essential in familiarizing students with the content of the text, hence, making them more prepared by knowing what to anticipate about the reading text. However, this outcome contrasts with past research by [Brevik \(2019\)](#), who accentuated the notion that reading strategy instruction is of high value in encouraging critical thinking. Yet, it can only be achieved if scaffolding is presented during the lesson, especially among low proficiency students. This indicates that reading strategies enhance students' thinking skills; however, factors such as students' proficiency need to be considered because more intervention might be required to ensure the effectiveness of the said strategies among the students.

Regarding the teachers' classroom practices of reading strategies during three stages of reading, there are a few key findings which are worth further discussing in this chapter. For the pre-reading stage, the study identified that activating background knowledge and pre-teaching vocabulary are the reading strategies implemented by the teachers during the reading lesson. This finding validates the EMC strategy instruction framework ([Klapwijk, 2012](#)), in which she claimed that the pre-reading phase should be used to establish meaning-making and one of the highlighted strategies includes activating background knowledge. According to [Klapwijk \(2012\)](#), stimulating prior knowledge is practiced during this phase to elicit as much information as possible from

the students to familiarize them with the topic of the reading text and, most importantly, to create a strong foundation for the meaning-making process to happen.

Similarly, the outcome from this study is in line with this framework as the majority of the participants practised the said strategy during pre-reading as the teachers believed that such a way is crucial to prepare students about the text and captivate their interests before bringing them further into the text. To add, this also shows that teachers adhere to their belief on the importance of reading strategies, whereby the majority of them are strong advocates that strategies are of high value, particularly in providing the familiarity of the text to the students. Therefore, this has been translated into practice as the teachers employed the said strategy during the pre-reading stage.

Another strategy used during this phase is pre-teaching vocabulary. According to [Kuzborska \(2011\)](#), the emphasis on vocabulary is often done during the while-reading phase as teachers explain the meaning of the words while discussing the text. Thus, the outcome of the current study contradicted [Kuzborska \(2011\)](#) as it was indicated that teachers focused on pre-teaching vocabulary during the pre-reading stage instead of doing it while going through the text. However, it is imperative to note that the students are of low to intermediate proficiency; hence, vocabulary learning is practiced during this phase to ensure students' better understanding of the text. As for while reading stage, it was found that reading aloud is one of the major strategies used by novice teachers, especially when they want to check on their pronunciation. Interestingly, the importance of such a strategy was not indicated in their beliefs; yet it was the focus during the while reading phase.

Similarly, [Gidalew and Van den Berg \(2018\)](#) stated that, despite being a traditional method, teachers often use this strategy to ensure students' reading and further extend their oral language. This shows that the outcome of this study is in line with these scholars as the aim of such practices is similar to one another. Meanwhile, checking comprehension by asking questions is another reading instruction strategy pointed out for this phase of reading to ensure students' understanding of the reading text. This outcome has further confirmed the framework proposed by [Klapwijk \(2012\)](#) which indicated that checking comprehension is required to be done while reading to maintain the meaning-making process. Hence, this finding reflected the said framework as the novice teacher asked questions to check the student's comprehension to strengthen their understanding of the reading text.

Lastly, regarding the post-reading stage, it was found that most of the participants practiced the use of questioning in the form of discussion to help learners further clarify their understanding and connect with their real-life situations. This outcome is supported by [Cekiso and Madikiza \(2014\)](#), who claimed that post-reading strategies should include asking questions that could relate to their own lives, which can better be achieved through class discussion. This is primarily because classroom discussion provides opportunities for the students to voice their opinions, further consolidating their understanding of the text ([Klapwijk, 2012](#)). Therefore, the finding of the current research has reflected the statements by both scholars, confirming the need to practice as such during the post-reading. In terms of the links between teachers' beliefs and classroom practices, it can be deduced that most teachers' beliefs on the importance of reading strategies are aligned with their actual classroom practices. This can be observed based on how the novice teachers used activating background knowledge to provide familiarity with the text, pre-teaching vocabulary to enhance students'

vocabulary learning and imparting necessary reading skills to improve students' understanding of the text. However, it is crucial to note that factors such as students' level of proficiency might influence teachers' classroom practices as they need to use the reading strategies that best fit their students' level, mainly to prevent them from being overwhelmed and demotivated.

5. Conclusion

To recapitulate, the findings have shown that all participants are fully aware of the functionality of reading strategies, particularly in establishing essential reading skills, enhancing vocabulary learning, providing students' familiarity with the text, encouraging students' comprehension of the whole text, and improving their thinking skills. It is hoped that the findings of this research could further contribute to the growing body of literature by providing more insights into the teachers' beliefs and practices of reading strategies, especially in an online classroom setting. Therefore, such findings are hoped to create more awareness among teachers on the importance of employing reading strategies in the reading classroom as it benefits the students in numerous ways. This is because the use of reading strategies is of high value to better improve students' understanding and to be able to relate to the global context. Hence, the findings suggested that more teachers should employ the reading strategies in their reading lessons and, most importantly, reflect on how their beliefs have influenced their actual classroom practices. The outcome of these strategies is hoped to create more awareness among the respective institutions, especially in providing more intensive and well-formulated training regarding teaching reading in hybrid settings. Though the current school setting has gone back to normal, it is believed that such consideration is of high importance should there be any need for such in the future.

In addition, the study has indicated several reading strategies used during pre-reading, while reading, and post-reading. Through these findings, it is hoped to serve as guidance for novice teachers on the strategies that can be used for effective reading strategy instruction. However, it is essential to address that these outcomes do not depict the idea that there are any reading strategies best fitting for all students because different types of students posited different needs for their reading. Hence, there is a possibility that some of the strategies mentioned above may not be suitable and effective for other students of varying levels of proficiency. Finally, the researcher hopes this study could contribute as the foundation for future studies on teachers' beliefs and practices of reading strategies in ESL classrooms. Future research may investigate in-service teachers' perspectives regarding teaching reading strategies as they might exhibit more valuable outcomes that could contribute better to ESL methodology in general. Also, future researchers may want to consider executing the research in the context of a foundation program or primary school as teachers from this educational level may posit a different and more elaborate outcome which can be beneficial to contribute to the existing body of literature. Lastly, the researcher hopes that this study may stimulate more extensive and insightful research on issues regarding teachers' beliefs and practices in teaching reading strategies.

Ethics Approval and Consent to Participate

The approval for conducting the research was obtained from Ministry of Education. In addition, the permission was given by the school with the purpose of collection of data and the participation of the said participants in this study was voluntary.

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