



EXPLORING TEACHER BELIEFS IN SECOND LANGUAGE READING INSTRUCTION IN GHANA

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Abstract:

This paper reports on a study investigating the professed or stated beliefs and practices of 61 second language (L2) teachers in Ghana concerning reading instruction. The primary aim of this study was to explore whether the teachers' stated beliefs and practices reflected the research literature on effective L2 reading pedagogy. The research employed a questionnaire that generated both quantitative and qualitative data. The data analyses revealed little alignment between the teachers' stated beliefs and practices and the research recommendations for effectively teaching reading. Instead, their stated beliefs and practices focused predominantly on read-aloud/pronunciation and vocabulary, constituting a partial conceptualization of effective reading pedagogy. The results are discussed, and implications for practical L2 reading instructions are provided.

Keywords: teacher beliefs, second language reading, reading comprehension, reading instruction, read-aloud

1. Introduction

Over the last few decades, there has been a dramatic surge of interest in second or foreign language (L2) reading research and practice for several reasons. However, Jiang *et al.* (2020, p. 259) identify key ones, such as acknowledging the critical role that reading abilities play in academic learning and accepting reading as a principal means by which L2 students can engage in self-study. Additionally, Acquaroni Muñoz (2004) and Anderson (2012) consider reading a springboard for academic success since most classroom activities require prior reading and understanding for successful execution. As Anderson (2012) argues, "*It is difficult to imagine an academically successful individual in the twenty-first century who is not an avid and effective reader*" (p. 218).

Unfortunately, similar to all aspects of language knowledge and use, reading instruction is a problematic enterprise influenced by many factors, including internal and

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external factors, text-centered factors, cognitive processing, instructional settings, teacher-related factors, and others (Grabe & Yamashita, 2022; Hedgcock & Ferris, 2018; Jiang *et al.*, 2020). Sadly, there is an enormous outcry not only in Ghana (Stoffelsma & de Jong, 2015) but also worldwide about students' low reading performance deriving from other factors, including teachers' inability to teach L2 reading effectively (Cunningham & Zibulsky, 2009). Grabe & Yamashita, 2022, p. 237 posit that "*many reading teachers do not have training to become effective teachers of reading*", while Cunningham & O'Donnell, 2015, p. 456 claim that "*many teachers lack the skills to provide quality reading instruction*". Similarly, Ediger (2006, p. 308) describes other factors that militate against effective teaching of L2 reading as "*merely the "practicing" of reading in an artificial context*" since they do not reflect the type of reading undertaken in real life. The characteristics of such reading instruction include using reading materials for teaching grammatical structures, frequently using dictionaries, engaging in literal translation, memorizing the meaning of vocabulary, and answering compulsory lists of comprehension questions (Ediger, 2006, p. 308). Ediger further argues that because such an approach to teaching reading relies heavily on reading textbooks, students are instructed to (a) read in the same manner irrespective of the type of text or reading purpose, (b) find the main ideas in the text and (c) answer all comprehension questions based on it.

Consequently, teachers erroneously believe that if students can answer comprehension questions correctly, this belief will indicate that they have understood the text (Ediger, 2006). Rodrigo (2019a), however, warned that such approaches to teaching reading may lead learners to think that it is indispensable to understand every word in a text to understand it and that there is a need for clarification about what is involved in L2 reading. The researcher's experience as an L2 learner and teacher in Ghana lends credence to the prevalent use of this 'comprehension' approach to reading pedagogy.

To effectively teach L2 reading, teachers must be conversant with and understand evidence-based practices and reading curriculum principles, which, when translated into practice, can help learners improve their reading abilities and become self-motivated, strategic readers (Grabe & Stoller, 2020; Grabe & Stoller, 2022; Hedgcock & Ferris, 2018). These findings suggest that becoming a good reader requires reading a lot and reading often (Grabe & Stoller, 2023; Grabe & Yamashita, 2022); that students should read and reread for well-defined purposes (Grabe & Stoller, 2023; Grabe & Yamashita, 2023); that there should be a deliberate practice in the reading program (Grabe & Stoller, 2023; Grabe & Yamashita, 2022); that there should be discussions in reading courses focused on students' achievement of text comprehension and content learning from the prescribed texts (Grabe & Yamashita, 2022); that students should be motivated to read since research has amply shown that motivation and positive attitudes toward reading lead to increased reading engagement (Grabe & Yamashita, 2022); that teachers must teach rather than test main idea comprehension through discussing when, how and why to preview, predict and check prediction, how to identify main ideas, how to make use of background knowledge and when and for what purposes to reread and that there should be a commitment to vocabulary teaching and learning (Grabe & Yamashita, 2022).

2. Literature Review

2.1 Teacher Cognition

A body of related research shows that teachers' beliefs, knowledge, understanding, and interpretation of reading instruction and practices significantly influence their classroom practices and, eventually, learners' reading proficiency (Kuzborska, 2011; Lacorte & Canabal, 2005). This assertion is reiterated by Borg (2018, p. 86), who asserts that *"teachers' beliefs can shape their behaviors, but the relationship is reciprocal rather than deterministic."* However, despite the prevalence of research into teacher beliefs, the meaning of the term 'belief' has proven to be notoriously hard to define and characterize because *"they are not directly observable nor are they easily measurable"* (Song, 2015, p. 263) and has been represented variously in the relevant literature. Borg (2003) asserts that teacher beliefs and knowledge represent an aspect of teacher cognition, that is, *"what teachers think, know, and believe and the relationships of these mental constructs to what teachers do in the language teaching classroom"* (p. 81).

Considering the confusion about belief, Barcelos (2003) proposes a three-pronged approach for defining and operationalizing beliefs in L2 research: the normative, metacognitive, and contextual approaches. The first, normative, she contends, considers belief synonymous with *"preconceived notions, myths or misconceptions"* (Barcelos, 2003, p.11) and for which information is collected and analyzed through questionnaires and descriptive statistics without recourse to actual practice. The metacognitive approach views beliefs as metacognitive knowledge: learners' or teachers' knowledge and ability to discuss the language learning process. The data are collected qualitatively through semistructured interviews and self-reports, allowing participants to clarify their experiences. Finally, the contextual approach perceives beliefs from different perspectives and does not aim at generalizing beliefs but instead aims to obtain *"a better understanding of beliefs in specific contexts"* (Barcelos, 2003, p. 19). In this study, however, normative and metacognitive approaches were employed to explore how teachers' beliefs reflect or diverge from current and relevant research insights into teaching reading.

2.2 Links between Teacher Beliefs and Practices

In the language teaching and learning field, several research studies and reviews have been undertaken to explore the link between teacher beliefs and practices concerning instruction. Basturkmen's (2014) review explored potential factors mediating the relationship between beliefs and practices. By employing relatively narrow criteria of selection to include only selected studies from the year 2000 and comprising approximately a dozen doctoral theses, three researched articles, and a book chapter that investigated the alignment or nonalignment between beliefs and practices, Basturkmen concluded that *"although findings from some of the studies highlighted correspondences between teachers' beliefs and their practices, findings from most of the studies showed only limited correspondence"* (p. 285). A further examination of these findings revealed three emerging results: (a) teachers were prevented from enacting their beliefs by situational hindrances,

(b) the beliefs of more experienced teachers were consistent with their classroom practices, and (c) there was a match between stated beliefs and planned aspects of teaching.

A study relevant to the current one is that of Graham *et al.* (2014), who investigated L2 teacher beliefs and practices about listening in England. The objectives were to identify teachers' stated listening instructional practices and stated beliefs about effective means of teaching listening and how their teaching beliefs contrasted with their stated practices and to identify the factors underlying these practices and beliefs. Employing a questionnaire that generated both quantitative and qualitative data from 115 teachers, the authors reached several conclusions, among which were that (1) there was a mismatch between the teachers' stated beliefs and practices despite their positive opinion on how to teach listening effectively, (2) the activities used frequently by the teachers were mainly prelistening, which focused on words instead of content, (3) the teachers' motives for the approach adopted for teaching listening were not backed by any formal theory, (4) the majority of the teachers appeared unsure about how to help students become better listeners, and (5) there were scarcely any differences in reported practices and beliefs across the sample regardless of teaching experience and prior teacher education.

Kuzborska (2011) conducted an evaluative-interpretative study of eight Lithuanian English for Academic Purposes (EAP) teachers' theoretical beliefs about their reading instructional practices. She aimed to establish whether teachers' beliefs and practices were reflected in the research literature. A multimethod data collection approach comprising video-stimulated recall, semistructured interviews, classroom observations, and document analysis was adopted. The author concluded that there was a mismatch between teachers' beliefs and the issues raised in the current literature and that *"the teachers' approaches to the teaching of reading were rather skills-based, emphasizing vocabulary, translation and reading aloud, and focusing on the whole class discussion of texts"* (p. 121). However, the study also affirmed recognizing the metacognitive-strategy instructional approach to reading pedagogy as one of the most beneficial approaches.

Farrell and Ives (2015) investigated the correspondence between the stated beliefs and observed classroom practices of one inexperienced English L2 reading teacher in Canada. For this purpose, this qualitative case study employed interviews, classroom observations, and a teacher journal to collect data and aimed to help teachers become more conscious of their beliefs through reflective engagement. The conclusions were broadly consistent between the teacher's identified classroom practices and his stated beliefs. Additionally, some observed practices were not articulated in the teacher's beliefs since they were probably held tacitly. The authors encouraged language teachers to reflect on their beliefs and practices because, as they put it, *"they exist in a symbiotic relationship in which both shape each other and are shaped by each other"* (Farrell & Ives, 2015, p. 15).

Karim *et al.* (2014) also examined how teachers' sense of efficacy as a personal variable affects EFL teachers' instructional approaches and practices in Iran. This study employed two questionnaires to measure teachers' orientation toward reading and their

sense of self-efficacy. It also stimulated interviews further to probe teachers' professed orientation/actual practices correspondence. The study showed no correspondence between teachers' stated beliefs and their enacted classroom practices. However, the investigators discovered differences between the theoretical orientations to reading instruction, reading instructional practices, and the equivalence between beliefs and practices across high-efficiency teachers and low-efficiency teachers, with the former group showing strong evidence of more competence-based instructional practices and the latter group inclining to use more text-based instructional practices.

In Africa, Gidalew *et al.* (2018) conducted a case study on the relationships between six English reading lecturers in Ethiopia. Using semistructured interviews and nonparticipant observation, the researchers concluded that the study identified "*a significant amount of contradiction between lecturers' beliefs and their actual practices*" (Gidalew *et al.*, 2018, p.7) and attributed the discrepancies to two factors—the teachers' lack of confidence in using prereading, reading, and postreading strategies and their unfamiliarity with different methods that might work efficiently in the reading classroom.

In Ghana, however, very little research has been conducted on teacher beliefs/classroom practices regarding teaching reading, even though there has been much research on teacher cognition in general education. According to our search, only a few studies have focused on language teaching, particularly reading. Two such studies are Adu-Yeboah (2014) and Stoffelsma & Spooren (2013), primarily on teacher trainees. While the former focused on teacher trainees' knowledge, understanding, and practices of early-grade reading instruction, the latter examined preteacher students' reading proficiency, reading behavior, and reading attitude. Using a mixed method approach and comprising questionnaires and interviews, Adu-Yeboah (2014) concluded that the participants "*exhibited limited knowledge base of both the theory and practice of teaching reading*" (p. 15), which the author explained resulted in a lack of motivation to apply the phonic approach. Additionally, the writer stated that the teacher trainees needed to demonstrate more knowledge in applying different reading strategies to solve the pupils' reading challenges. Adu-Yeboah recommended closing the gap between teacher trainees' cognition by properly implementing preservice and in-service programs. Stoffelsma & Spooren's (2013) study explored the reading behaviors, attitudes, and self-concepts of teacher trainees in Ghana and examined whether there was resonance between the lecturers' negative perceptions about their students' (the teacher trainees') reading attitudes and behavior and the students' self-perceptions. The authors employed a quantitative approach and concluded that the students showed a positive attitude toward reading for school, enjoyment, and the self-concept of reading, contrary to the perceptions of the lecturers.

The researcher contends that this study aims to support the "*deeper professional and practical motivations*" (Borg, 2015a, p. 501) that have driven interest in teacher cognition over the years by providing the following reasons as reliable rationales. First, findings from the relevant literature indicate that teacher beliefs appear to influence and are influenced by classroom events (Basturkmen, 2014; Borg, 2018; Borg & Burns, 2008;

Farrell & Ives, 2015). As the relevant literature outlines, insights into L2 teachers' stated beliefs and practices may draw attention to "*the extent to which teachers' cognition and work reflect good practices*" (Borg, 2018, p.75). Moreover, despite a surge of interest in studying teacher beliefs in other language skills, such as grammar and L1 reading, little research has been conducted about L2 reading despite recognizing the pivotal role reading plays in L2 teaching and learning (Borg, 2006). However, few studies regarding teachers' beliefs and practices have been undertaken in the Ghanaian context. Our closest search revealed teacher trainees' reading knowledge and practices (Adu-Yeboah, 2014; Stoffelsma & Spooren, 2013). Finally, by investigating how teachers' beliefs align with or diverge from the recommendations of the literature, it is expected that this inquiry will assist teachers in becoming effective professionals and thus improve student performance in reading skills. Based on the literature review on teaching L2 reading and teacher cognition, the overarching objective was to determine how teachers' stated beliefs and practices reflect the research literature on effective L2 reading pedagogy. Consequently, the following research questions were formulated:

- 1) What are the L2 teachers' stated beliefs and practices about reading?
 - a) What difficulty do teachers perceive in reading, and how much emphasis do they place on reading compared with other skills?
 - b) What are the most important procedures the teachers adopt when they ask learners to read in the L2 classroom?
 - c) How often do teachers undertake reading activities before, during, and after reading?
- 2) What are teachers' beliefs regarding effective teaching and undertaking L2 reading activities?
 - a) What are teachers' reasons for carrying out reading activities in the classroom?
 - b) What justifications do the teachers provide for stating the most important procedures?

3. Materials and Methods

3.1 Context

The above questions were examined in the context of Ghana, a highly multilingual and linguistically complex sub-Saharan African country with 73 indigenous languages (Boampong, 2014; Eberhard *et al.*, 2023) and bordered by three francophone neighbors: Togo to the east, Côte d'Ivoire to the west and Burkina Faso to the north. Due to its colonial past, its educational system is modeled after the British system. However, English is the official language in Ghana, predating its independence mainly due to difficulty in adopting any available indigenous languages (Mfum-Mensah, 2005, p. 72). English is taught at all educational levels—preschool, primary, secondary, and higher—and competence is required to enter any tertiary institution in Ghana (Ghana Tertiary Education Commission).

On the other hand, French was introduced into the Ghanaian school system as far back as the late nineteenth century (Amonoo, 1988; Lezouret, 2002) and was spread to secondary schools due to Ghana's geographical position. Consequently, with support from its French counterpart, the government of Ghana placed a premium on the French language in some colleges of education and other universities that specialize in education to train French teachers (Bangnia, 2020). Currently, French is taught at public and private schools at all levels of education and is examined as an elective subject at the secondary level. Similarly, the number of students offering French at the tertiary level has also increased tremendously (Akinpelu & Yegblemenawo, 2023).

Even though the introduction of Spanish in Ghana dates to 1961 with the establishment of the Ghana Institute of Languages to promote regional and African integration, it was later introduced at the University of Ghana, where it was taught as a modern language (Boampong, 2014, p. 1), and in some private secondary schools located primarily in the Greater Accra region. Over the past decade, however, there has been a considerable surge in the teaching and learning of Spanish as L2 in Ghana, as reported by Lomotey (2020, p. 3) that for the 2021–2022 academic year, the figure for Spanish learners at the University of Ghana alone rose to 949. The primary reasons that have driven interest in learning Spanish include the prospects of working in international organizations such as the UN, becoming a translator or interpreter, the ease of studying it in comparison with other foreign languages, and, ultimately, the romance associated with learning it (Boampong, 2014).

3.2 Participants

A convenience sampling method was employed to collect data after an L2 Teacher Workshop in Accra during the 2021–2022 academic year. The respondents mentioned in this study consisted of 61 L2 teachers, of whom 59.0% were female and 41.0% were male.

Table 1 describes the respondents' workplace, academic qualifications, experience, age, and L2 teaching. Concerning academic qualifications, just 80% held an MA or doctorate, indicating relatively high qualifications in teaching the L2. Questions d in Section 1 collected data on the teachers' place of work; 73.8% of the teachers carried their profession in the public sector, while 26.2% operated in the private sector. In general, a sizable majority practiced their profession in language institutes and universities, perhaps explaining why the majority possessed high qualifications, as discussed above. The last question in the demographic section asked about the general proficiency level of the students they taught. Approximately 40% of the respondents taught either at the beginner or intermediate level, while the remaining 20% were at the advanced level.

Table 1: Participant characteristics

Categories	Subcategories	N	Percentage
Age	25-30	8	13.1
	31-40	24	39.3
	41-50	14	23.0
	51+	50	24.6
Teaching experience	0-5	10	16.0
	5-9	16	26.2
	10-14	18	30.0
	15+	17	27.0
Institution type	Public University	19	31.1
	Public Language Institute	26	42.6
	Private Language Institute	10	16.3
	Private Secondary School	6	9.8
Academic qualification	Bachelor's	13	21.0
	Master's	43	70.5
	Doctorate	5	8.2
L2 type	English	16	26.2
	French	15	24.6
	Spanish	30	49.1

3.3 Instruments

A self-report instrument in the form of a questionnaire (see Appendix A) was employed to measure teachers' beliefs and practices due to its versatility (Dörnyei & Dewaele, 2023, p. 7). It is, however, acknowledged that such an instrument, especially closed response items, imposes some constraints on what respondents say and may lead them to provide what they *"feel is right or expected answer rather than what they believe"* (Borg, 2015a, p.373). Additionally, Borg (2006), Borg & Burns (2008), and Graham *et al.* (2014) contend that measuring teachers' beliefs theoretically cannot be used to infer what teachers do in the classroom. Therefore, this paper, like Borg & Burns (2008) and Graham *et al.* (2014), describes teachers' stated beliefs and practices instead of their actual practices. To ensure that the respondents provided accurate insights into their beliefs and practices, they were assured of anonymity and confidentiality and encouraged to be sincere and objective. Again, open-ended items were included to direct *"respondents to answer the questions in a way they want to and encourage them to do so in a relatively extended manner"* (Borg, 2015a, p. 375).

The questionnaire, which was adapted from Graham *et al.* (2014) and further informed by reading the relevant literature outlined earlier and observing how reading is taught in the educational system in Ghana, had four sections. While Section 1 gathered demographic data, Section 2 asked the respondents to provide information about the two or three most important steps or procedures they claimed to adopt when they asked learners to read in the L2 classroom and then to give reasons for taking those steps. The objective was informed by obtaining information about what teachers mainly professed to do and the rationale before asking them questions concerning their beliefs (Borg, 2018; Graham *et al.*, 2014; Phipps & Borg, 2009). In Section 2, the teachers were asked to indicate

the frequency with which they undertook reading activities, the difficulty associated with reading activities, and the emphasis placed on reading compared with other language skills. To assess how much attention the teachers gave to the three stages of teaching (before, during, and after), a framework that experts (Grabe & Stoller, 2020; Hedgcock & Ferris, 2018) agree should guide the organization of lessons on reading activities, Section 3 invited the respondents to respond to a four-point Likert scale (never to always) on certain activities they performed in class. The last section elicited the teachers' primary and secondary reasons for carrying out reading tasks in their L2 classrooms using five selected objectives with an open-ended option. The questionnaire was piloted with five teachers who had experience teaching L2 languages in the Ghanaian context and were asked to provide their views on the clarity of the items. Valuable information about the wording of some of the sentences and the questionnaire's structure were considered in the final version.

3.4 Data Collection and Analysis

The purpose of the questionnaire and the data handling were given to the respondents, who were assured complete anonymity during reporting. As stated in subsection 3.2, the researcher contacted L2 teachers through email after the workshop and invited them to participate in the study. An online platform, Google Forms, was used to create the questionnaire, and the links were shared with the prospective participants. The quantitative data were analyzed using SPSS 22.7, and since they were mainly ordinal or categorical, nonparametric statistics were used to calculate descriptive statistics. The qualitative responses from the open-ended questions about the procedures the teachers reported adopting when they asked learners to perform reading tasks in classrooms, together with their justifications (Section 2b) and other reasons for carrying out reading tasks (Section 5b), revealed approximately 3800 words of texts that were transferred from Google Forms into Excel and subsequently into the Atlas.Ti 22 software and content analysis applied. First, the researcher read the responses several times and applied predetermined categories from the research questions and the literature review (Hatch, 2002). Subsequently, the researcher and an independent coder separately coded every procedure and its rationale with the categories. An interrater reliability of 86% was calculated. Each item that generated disagreements was further discussed until a consensus was reached. Finally, 17 procedures and 18 justifications were identified. Appendix B provides the categories and examples used for the coding.

4. Results

The following sections discuss different quantitative and qualitative analyses used to answer the research questions. The main research question is as follows:

- How do teachers' stated beliefs and practices reflect the research literature on effective L2 reading pedagogy?

Research question 1: What are the L2 teachers’ stated beliefs and practices about reading?

The results from three subquestions are analyzed relative to their stated practices:

- How they perceive difficulty in reading and how much emphasis they place on it compared with the other skills?
- What are the most important procedures that teachers adopt when they ask learners to read in L2 classrooms? and
- How often they undertake activities before, during, and after reading?

- What difficulty do teachers perceive in reading, and how much emphasis do they place on reading compared with other skills?

Descriptive statistics for the quantitative data are presented to explore the level of difficulty the teachers held about and the amount of emphasis they placed on reading compared with other language skills. On the one hand, the teacher's responses had to be made, considering the distinction between *very easy*, *easy*, *difficult*, and *very difficult* and, on the other hand, between *no*, *little*, *some*, and *most*. The researcher fully recognizes the possible inherent variations in making these evaluations but contends that they may be justified in exploratory research of this type (Borg & Burns, 2008).

In both cases, the results are merged into two sets to facilitate the emergence of the overall pattern of the teachers’ responses, as shown in Tables 2 and 3. Regarding difficulty, it is interesting to note that reading was perceived as the least difficult, while speaking was considered the most difficult, as shown in Table 2. Therefore, it was unsurprising that reading was the third most emphasized skill by the teachers, as displayed in Table 3. In contrast, the respondents, through the frequency at which they undertook reading activities, appeared to place more emphasis on reading. This was because, as observed in Table 4, only 37.7% of the teachers indicated that they performed reading tasks weekly, compared to 45.9% and 16.4% who admitted to undertaking such activities two or three times and more than three times, respectively, per week. The overall result in this section might represent a characteristic of a widespread perception among the respondents about reading.

Table 2: Perceived reading difficulty compared with other skills

Skills	Easy N (%)	Difficult N (%)
Reading	47 (77)	14 (23)
Speaking	23 (38)	38 (62)
Listening	24 (40)	37 (60)
Writing	26 (43)	35 (57)

Table 3: Perceived emphasis on reading compared with other skills

Skills	Little emphasis N (%)	Most emphasis N (%)
Reading	22 (36)	39 (64)
Speaking	12 (20)	49 (80)
Listening	20 (32)	41 (68)
Writing	30 (49)	31 (51)

Table 4: Frequency of undertaking reading activities

Frequency	N	Percent (%)
Once	23	37.7
Twice or thrice	28	45.9
Four or more	10	16.4
Total	61	100.0

- What are the most important procedures that teachers adopt when they ask learners to read in L2 classrooms?

As stated in subsection 3.4, these open-ended responses about the procedures the teachers declared adopting when they asked the learners to perform classroom reading tasks were analyzed qualitatively.

As displayed in Table 5, the category “Focus on read-aloud/pronunciation” was the most mentioned (27.8%) by the teachers. The items in that category ranged from “I read the text loud,” “I read the passage for them first, then each student reads the same passage one after the other,” “Students read a portion in turns while I correct mistakes,” to “I correct them when they mispronounce words.”

Table 5: Categories of reading procedures reported by respondents

Category	Frequency	Percent (%)
Focus on read-aloud/pronunciation	45	27.8
Focus on vocabulary/use of dictionary	24	14.8
Focus on silent reading	17	10.5
Focus on meaning	13	8.0
Provide feedback/check answers	13	8.0
Repeated reading	12	7.4
Prereading activities/strategies	10	6.2
Skimming and scanning	9	5.5
Focus on whole class/group work discussion	5	3.0
Summarizing//postreading activities/strategies	3	1.9
During-reading activities/strategies, inferencing, teach main idea	3	1.9
Close reading	2	1.2
Clarify task demands	2	1.2
Talk about reading	1	0.0
Focus on translation	1	0.0
Stimulate prediction/Predict possible questions	1	0.0
Combine reading with other skills	1	0.0

The next most important category mentioned frequently by the teachers was “Focus on vocabulary/dictionary use,” which attracted just above half (14.8%) of the first category. The term “focus on vocabulary/dictionary use” was related primarily to the teachers’ and learners’ identification of difficult words through underlying or listing. Most of the procedures were relatively frequent during the before and reading phases.

There were only three postreading categories: “Provide feedback/check answers,” “Summarizing/postreading activities/strategies,” and “Combine reading with other skills.” Significantly, the teachers’ responses did not place much value on metacognitive strategies, the reflections learners could make on the reading processes, and how they might have achieved text comprehension.

- How often do teachers undertake activities before, during, and after reading?

Descriptive statistics were applied to answer this question, and the results are presented in Table 6. As displayed in Table 6, there was mixed evidence of the teachers’ views on before-reading activities. On the one hand, while the respondents strongly disagreed with asking learners to predict the vocabulary they might read in the text, they reported a mild disagreement on asking the learners to read the questions first and giving them vocabulary items that would be used in the text. On the other hand, a strong concurrence was given to remind learners of the vocabulary linked to the topic and to ask the learners to skim the entire text for overall meaning. Surprisingly, opinions on explaining the reading objectives to learners, suggesting which strategies students could deploy in reading, asking students to say what they knew about the topic, and telling them to examine the title gathered relatively mild agreement from the teachers. Concerning the ‘while’ reading phase, a definite position did not emerge since half of the statements received mild approval, while the remaining did not. For example, respondents placed value on asking learners to:

- a) focus on keywords,
- b) undertake the first reading,
- c) deduce the meaning of unfamiliar vocabulary, and
- d) use tables, figures, and pictures in the text to enhance their comprehension.

The teachers disagreed with asking learners to verify their predictions on vocabulary using reference materials such as dictionaries, translating text from L2 to L1, and highlighting text to help them remember it. Concerning their views on after-reading activities, the responses suggested that the sample held strong views about the value of the majority of the statements. For instance, they agreed on advising learners on addressing future difficulties, engaging them in formal or informal assessment, and helping them summarize text orally or in writing. Similarly, there was considerable evidence that asking learners to:

- a) reread the text to check comprehension, and
- b) answer the follow-up questions was desirable and beneficial to the respondents.

However, they did not see their roles as aimed primarily at providing learners with answers to follow-up questions, finding out from them what they did to complete the task, or urging them to answer questions in the L2.

Table 6: Teachers' stated practices before, during, and after reading

Statement	Never (%)	Sometimes (%)	Frequently (%)	Always (%)
Before reading				
I remind learners of vocabulary linked to the topic.	4.9	29.5	34.4	31.1
I give learners vocabulary items that will be used in the passage.	13.1	39.3	29.5	18.0
I ask learners to predict vocabulary they might read (e.g., verbs, nouns).	37.7	37.7	16.4	8.2
I explain the reading objectives to learners.	11.5	37.7	21.3	29.5
I tell learners about strategies that can be used.	4.9	36.1	21.3	37.7
I ask learners to say what they know about the topic.	9.8	32.8	29.5	27.9
I ask learners to examine the title.	8.2	37.7	32.8	21.3
I ask learners to skim the entire text for overall meaning.	4.9	32.8	26.2	36.1
I ask learners to read the questions first.	32.8	31.1	14.8	21.3
During reading				
I ask learners to do a first reading (a quick read-through of the entire text) to get a sense of the main points.	6.6	36.1	24.6	32.8
I ask learners to focus on keywords.	9.8	26.2	32.8	31.1
I ask learners to verify whether their predictions about vocabulary are true.	24.6	32.8	21.3	21.3
I ask learners to use reference materials (e.g. dictionaries) to help them understand the text.	18.0	41.0	27.9	13.1
I ask learners to translate text from the FL into their first language (L1).	49.2	23.0	21.3	6.6
I ask learners to guess the meaning of unknown words or phrases.	14.8	32.8	41.0	11.5
I ask learner to underline or circle information in the text to help them remember it.	11.5	41.0	23.0	24.6
I tell learners to use tables, figures, and pictures in text to increase their understanding.	11.5	36.1	34.4	18.0
After reading				
I ask learners what answers they selected for follow-up questions.	13.1	26.2	37.7	23.0
I ask learners to answer using target language words/phrases (e.g. She came to the office' in foreign language.	18.0	32.8	21.3	27.9
I ask learners how they felt about the task.	6.6	36.1	26.2	31.1
I ask learners what they did to complete the task.	16.4	34.4	32.8	16.4
I advise learners how to deal with difficulties next time.	1.6	23.0	34.4	41.0
I ask learners to use language/structures used in the passage in a productive follow-up task.	4.9	26.2	37.7	31.1
I help learners to summaries the text either orally or in writing.	4.9	24.6	36.1	34.4
I engage learners in either formal or informal assessment.	4.9	23.0	32.8	39.3
I ask learners to read the text again to check comprehension.	1.6	29.5	24.6	44.3

Research question 2: What are the teachers' beliefs regarding effective teaching and undertaking L2 reading activities?

To answer this question, two subquestions are examined:

- What are the teachers' reasons for carrying out reading activities in the classroom?
- What justifications do teachers provide for stating the most important procedures when they ask learners to read in the classroom?

- What are the teachers' reasons for carrying out reading activities in the classroom?

Descriptive statistical means are calculated to analyze the teachers' reasons for undertaking reading activities in L2 classrooms.

Table 7 shows the mean rank given by the teachers for the five reasons, arranged from the most to the least important.

Table 7: Stated motive for undertaking reading tasks in the FL classroom

Motive	Mean rank
To provide learners with a model of reading	2.98
To assess how well learners can read	3.46
To increase learners' opportunities to practice reading	3.73
To teach learners how to read more effectively	3.90
To extend learners' vocabulary	3.93

As displayed in Table 7, the most important reason for carrying out a reading task reported by the teachers was "to provide learners with a model of reading"; this finding is also congruent with the earlier results obtained from the previous analysis, which highlighted a focus on reading aloud. It was surprising that the respondents did not place a premium on teaching learners how to read more effectively since that was third on the list of reasons. However, references to recommended practices for effective reading teaching were identified in the other reasons provided by a smaller number of the teachers ($N=13$), who provided approximately 300 words of text and which were coded it into seven categories: a more extensive group by which the teachers desired to integrate reading with other language skills, such as speaking and writing; a medium group aimed at equipping and facilitating learners with effective reading, comprehension and critical thinking skills; and a much smaller category to build learners' confidence, verify the application of language rules, help in the deduction of meaning and personalize language learning strategies. See Appendix B.

- What justifications do teachers provide for stating the most important procedures when they ask learners to read in the classroom?

The respondents' justification for the procedures adopted in teaching reading can also mirror their beliefs concerning the most important steps in reading pedagogy. The teachers' responses generated approximately 1449 words of text, which were qualitatively analyzed, and the results are displayed in Table 8. As shown in Table 8, the most frequently quoted aspects of justification, in general, were that such procedures were adopted to assist the students in improving their acquisition of vocabulary,

knowledge, and information; improving oral reading and correction of errors; helping learners understand the text; and improving reading skills and fluency by imitating skillful readers. The prominence given by the teachers to the categories involving vocabulary, oral reading and correction of errors, improving reading skills and fluency, and imitation of skillful readers are further indications of the teachers' conceptualization of effective teaching of reading.

Table 8: Categories for justifications for stated practices reported by respondents

Category	Total
Improving acquisition of vocabulary, knowledge and information	17
Improving oral reading and correcting of errors	14
Helping learners to understand text	13
Improving reading skills and fluency, imitation of skillful readers	11
Getting general or specific ideas	10
Developing communicative skills – speaking, practice of language	9
Preparing learners through confidence building, assurance and stimulation of interest	9
Exposure to varied texts and language inputs	4
Helping learners improve memory and recall	3
Enhancing closed reading	3
Derive meaning without reference to dictionary	3
Promoting learner autonomy and improvement	3
Comprehension monitoring/summarizing	3
Getting learners do what is expected of them and finding correct answer	2
Activation of background knowledge	2
Focus learners' attention of task	1
Providing purpose for reading	1
Broadening learners' horizon	1

The teachers' other justifications targeted getting learners to obtain either general or specific ideas, developing communicative skills through language such as speaking, and preparing learners to face reading tasks through activities that build confidence, provide assurance, and stimulate interest. The respondents also mentioned exposure to varied texts and language inputs as justification to ensure that the students were familiarized with as many genres of text as possible. Other justifications not frequently mentioned by the respondents and that reflected their beliefs included helping learners improve memory and recall, facilitating close reading, deriving meaning without recourse to the dictionary, promoting learner autonomy and improvement, and monitoring comprehension through summary. Finally, other categories of justifications infrequently mentioned by the teachers that resonated in the research literature on effective reading instruction included activating background knowledge and providing a reading purpose.

5. Discussion

This section discusses the study's findings regarding the overarching objective: how teachers' stated beliefs and practices reflect the research literature on effective L2 reading pedagogy. The findings indicate that although the teachers' beliefs seemed to concur with the current literature, which suggests that it is possible to teach reading effectively, they scarcely mentioned adopting approaches and activities recommended for use in the research literature to improve effective reading skills. Concerning Research Question 1, What are the L2 teachers' stated beliefs and practices about reading? First, the teachers perceived reading as easy and placed less emphasis on reading it. Second, the respondents' most critical procedures in conducting reading tasks revealed a more general focus on read-aloud/pronunciation and vocabulary/dictionary use since these accounted for almost 50% of the teachers' quoted procedures. This finding seems consistent with other research showing that reading aloud helps build sound-meaning connections, provides more access to vocabulary and grammatical structures, and builds fluency (Hedgcock & Ferris, 2018; Grabe & Stoller, 2020).

Furthermore, the result reflects those of Hedgcock & Ferris (2018), who confirmed that a well-designed read-aloud performed by a teacher may favor different learning styles and modes of processing, permit specific portions of the text to be emphasized, and, more significantly, help the teacher control class time. However, some criticism against read aloud in the literature stems from the fact that it can be stressful for some readers, tedious for classmates, time-consuming, and, above all, can reduce reading speed (Hedgcock & Ferris, 2018; Rodrigo, 2019a). Similarly, others contend that a reader engaged in read aloud has a superficial understanding of what is being read; in the words of Nuttall (2006), "*the mind lacks the capacity to process the meaning as well*" (p. 202).

Regarding the findings on vocabulary and dictionary use, the research literature provides many options for dealing with unfamiliar words (Nation, 2013), and teachers are advised to distinguish between the introduction and the learning of a word (Aebersold & Field, 1997). Only a few respondents indicated how they made the students learn new words, and fewer still stated that they 'guided the learners to explain unfamiliar words.' Here, the emphasis on vocabulary/dictionary use was relegated to the student identifying unfamiliar words contrary to the literature recommendations for dealing with such words. For instance, Hedgcock and Ferris (2018) argue for the introduction of crucial vocabulary at the prereading stage, that is, vocabulary that is necessary for overall text comprehension, including "*idiomatic expressions or terms, names, and places that could not be easily located in a dictionary*" (p. 184). Overall, the teachers scarcely emphasized the more effective procedures (for example, focusing learners on silent reading and meaning and providing feedback) that promote reading skill development. Additionally, other procedures deemed crucial in effective reading (Grabe & Stoller, 2020; Grabe & Yamashita, 2022), such as discussing the reading process, stimulating prediction, and combining reading with other skills, received little consideration from teachers.

Third, concerning how the teachers undertook reading activities grouped into before, during, and after reading, there was a lack of consensus on how they handled before-reading tasks. The analysis showed that while there was strong consensus on some activities, including teaching vocabulary linked to the topic and asking learners to skim the text for overall meaning, explaining the reading objectives, and activating schema (content, subject, and structure), they were relatively ignored by the teachers. A similar position was observed from the analysis of the 'during' reading stage, where refreshingly, a positive belief emerged in focusing on keywords, guessing the meaning of unknown words/phrases, and resorting to tables, figures, and pictures to increase text comprehension. One crucial activity that did not receive the participants' endorsement included asking learners to verify their predictions on vocabulary. Regarding 'after' reading activities, the sample held favorable views on most activities. For instance, to measure the level of text comprehension, the teachers agreed overwhelmingly on engaging the learners in either formal or informal evaluation, helping them to summarize the text, and finally, advising them on how to address future difficulties. Regrettably, the respondents did not consider it essential to provide learners with follow-up questions or to determine from them what they did to complete the tasks.

Fourth, for some activities in the Ghanaian context, the quantitative analysis revealed almost identical results to those for the most critical procedures. In this latter instance, more than 90% of the teachers emphasized reading aloud, working out unknown words, and reading for specific details. Other areas that generated a firm response from the teachers revolved around bottom-up activities that could not guarantee text comprehension on their own. This finding is consistent with that of Graham *et al.* (2014), who found that the more metacognitive activities that require learners to reflect on the reading processes, such as keeping a log about how the learners addressed reading tasks and how they felt about the reading, were largely ignored. These results further support those of Kuzborska (2011), who found that "*the teachers' approaches to the teaching of reading were rather skill-based, emphasizing vocabulary, translation and reading aloud*" (p. 121). A possible explanation for these results might be teachers' lack of familiarity with the current research findings.

Regarding Research Question 2: What are the L2 teachers' stated beliefs regarding effective teaching and undertaking reading activities? The quantitative analysis of the motives for teaching reading indicated that the principal motive for engaging in reading was to 'provide learners with a model of reading.' The reason for teaching learners how to read more effectively was relegated to the fourth position. Notwithstanding the other reasons offered by a handful of the teachers for engaging in reading activities, such as combining reading with other language skills, equipping and facilitating learners with effective reading, comprehension, and critical skills, and building their confidence, the researcher contends that the respondents were more inclined to undertake read aloud, that is, oral reading, since this approach seemed to permeate the teachers' responses throughout the research. One possible explanation is that teachers might be too reliant on reading textbooks, which, as argued by some experts, "*do not incorporate a full range of*

reading skills, tasks, and strategy practice that are important for improving reading" (Grabe & Yamashita, 2022, p. 449).

The qualitative analysis of the justifications provided by the teachers for stating the most critical procedures showed their preference for acquiring vocabulary and improving oral reading and pronunciation. It was surprising to observe that despite the current evidence-based findings about effective reading outlined earlier in this paper, no reference was made by the teachers. It is difficult to explain why the teachers made scarce mention of such findings, and in the absence of data to explain that, it can only be surmised as follows. The teachers needed to familiarize themselves with the activities or procedures proposed in the current research to support effective reading instruction. Research has shown that evidence of teachers' beliefs and practices primarily depends on their experiences as learners and practices acquired in the classroom (Borg & Burns, 2008; Nassaji, 2012; Graham *et al.*, 2014; Travakoli & Hunter, 2017). Borg & Burns (2008) postulated that teachers' evidence in support of practices and opinions was "*practical and experiential*" instead of "*theoretical and formal*" (p. 476). Therefore, this calls for closing the gap between teachers and research findings through engagement in collaborative research.

6. Recommendations

This study examined the stated beliefs and stated practices of L2 teachers in Ghana about reading instruction. One of the more significant findings from this study is that teachers' conceptualization of effective reading is synonymous with reading aloud and pronunciation and emphasis on vocabulary. Although the teachers seemed familiar with some of the characteristics of effective teaching reading, these characteristics were largely not emphasized. The results add to our understanding of the internationally expanding teacher cognition and practices field. Although the findings should be interpreted cautiously, this study has several strengths. First, teachers' limited exposure to current research findings on the effective teaching of L2 reading is important. This calls for educational authorities to address this laguna by organizing targeted training for preservice and in-service teachers teaching L2 reading. Again, one of the findings showed teachers' lack of knowledge of higher-level skills involving the metacognitive strategy approach to L2 reading pedagogy. This could be addressed by making research findings available to L2 teaching and learning actors, such as teachers, L2 researchers, and teacher trainers.

7. Conclusion

The current study sought to determine whether the teachers' stated beliefs and practices align with the research literature on L2 pedagogy. Largely, the results indicated little alignment between their beliefs and published accounts on L2 teaching. There are a few limitations in this study. First, it must be emphasized that the conclusions reached have not been based on the direct observation of teaching reading but on the teachers' reported

beliefs and classroom practices. Second, the nonprobability sampling method limits the generalization of the results beyond the teachers examined. Finally, considering these limitations, these findings provide insights for future research, presenting a more precise picture through interviews and observations of teachers directly engaged in teaching reading instruction. Further research should address other variables affecting teachers' beliefs and practices.

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Conflict of Interest Statement

The author declares no conflicts of interest.

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Appendix A

In all of the following questions, we are interested in how you teach reading in Foreign Language (FL) classrooms in Ghana. Please base your answers on how you teach learners in that level/stage. The purpose for collecting your opinion is mainly academic, but strict anonymity will be ensured in handling the information you provide. There are no right or wrong answers!

Thank you!

Section 1: Background information

(i) Sex:

- (a) Male;
- (b) Female;
- (c) I prefer not to state it.

(ii) Age:

- (a) Between 25 and 30;
- (b) Between 31 and 40;
- (c) Between 41 and 50;
- (d) More than 50.

(iii) Academic qualification:

- (a) Doctorate;
- (b) Masters;
- (c) First degree;
- (d) Diploma;
- (e) Others___.

(iv) Professional experience:

- (a) Less than 5 years;
- (b) Between 5 and 10 years;
- (c) More than 10 years.

(v) Workplace:

- (a) University;
- (b) Public language institute;
- (c) Private language institute;
- (d) Private secondary school;
- (e) Private primary school.

(vi) General proficiency level of your students:

You can select more than one option.

- (a) Basic [A1-A2];
- (b) Intermediate [B1- B2];
- (c) Advanced [C1-C2].

(vii) Which foreign language do you teach?

- (a) English;
- (b) French;
- (c) Spanish;
- (d) Others (specify _____).

viii) Have you attended any in-service training in teaching reading skills in the foreign language you teach?

- (a) Yes;
- (b) No;
- (c) I don't remember.

ix) Will you be willing to take part in any in-service training in teaching reading in the foreign language you teach?

- (a) Yes;
- (b) No;
- (c) Not sure.

Section 2:

(i) In the table below, please list the **most important** procedures (3 or 4) that you usually follow when you ask learners to read a text in the FL classroom. (NB: there is no need to rank the procedures in any way).

Procedures (What you do and/or what students do)	Justification (Why do you do this? Why is this done?)

(ii) How often do you do reading activities in the FL classroom, on average? Please tick one option.

- (a) Less than once a week -----
- (b) Once a week -----
- (c) Two or three times a week -----
- (d) More than three times a week -----

(iii) In your opinion how does reading in FL compare with the teaching of other skills in terms of difficulty? Write the number in the boxes below to indicate the level of difficulty (1 = the least difficult; 4 = the most difficult).

- (a) Reading;
- (b) Speaking;
- (c) Listening;
- (d) Writing.

(iv) In your teaching of the FL, how much emphasis do you place on the following skills? Write the number in the boxes below to indicate the level of emphasis (1 = the least emphasis; 4 = the most emphasis).

- (a) Reading;
- (b) Speaking;
- (c) Listening;
- (d) Writing.

Section 3: When you ask learners to read in a FL classroom, how often do you do the following?

- “1” means “I never do that”.
- “2” means “I sometimes do that”.
- “3” means “I frequently do that”.
- “4” means “I always do that”.

#	Statement	Never	Always
	Before reading:		
1	I remind learners of vocabulary linked to the topic.	1	2 3 4
2	I give learners vocabulary items that will be used in the passage.	1	2 3 4
3	I ask learners to predict the content, vocabulary etc. they might read (e.g. verbs, nouns).	1	2 3 4
4	I ask learners to discuss possible answers to follow-up questions.	1	2 3 4
5	I explain the reading objectives to learners.	1	2 3 4
6	I tell learners about strategies that can be used.	1	2 3 4
7	I ask learners to say what they know about the topic.	1	2 3 4
8	I ask learners to examine the title.	1	2 3 4
9	I ask learners to skim the entire text for overall meaning.	1	2 3 4
10	I ask learners to read the questions first.	1	2 3 4
	While reading:		
11	I ask learners to read the text first and quickly.	1	2 3 4
12	I ask learners to focus on key words.	1	2 3 4
13	I ask learners to verify their predictions.	1	2 3 4
14	I ask learners to use reference materials (e.g. dictionaries) to help them understand the text.	1	2 3 4
15	I ask learners to translate text from FL into their first language (L1).	1	2 3 4
16	I ask learners to guess the meaning of unknown words or phrases.	1	2 3 4
17	I ask learner to underline or circle information in the text to help them remember it.	1	2 3 4
18	I tell learners to use tables, figures, and pictures in text to increase their understanding.	1	2 3 4
	After reading:		
19	I tell learners what the answers to follow-up questions are.	1	2 3 4

20	I ask learners what answers they selected for follow-up questions.	1 2 3 4
21	I ask learners to answer questions using target language words/phrases (e.g. 'He went to the cinema' (in FL) [foreign language]).	1 2 3 4
22	I ask learners how they felt about the task.	1 2 3 4
23	I ask learners what they did to complete the task.	1 2 3 4
24	I advise learners how to deal with difficulties next time.	1 2 3 4
25	I ask learners to use language/structures used in the passage in a productive follow-up task.	1 2 3 4
26	I help learners to summarise the text orally or in writing.	1 2 3 4
27	I engage learners in either formal or informal assessment.	1 2 3 4
28	I ask learners to read the text again to check comprehension.	1 2 3 4

Section 4: What, in your view, is the main purpose of carrying out reading tasks in a FL classroom?

(i) Please rank the following in order of importance, with 1 for the most important reason, 5 the least important.

- To extend learners' vocabulary. []
- To increase learners' opportunities to practice reading. []
- To teach learners how to read more effectively. []
- To assess how well learners can read. []
- To provide learners with a model of reading. []

(ii) If you have another reason, please write it here _____

Thank you!

Appendix B: Categories for coding**a. Categories used for coding most important procedures, definition and examples**

#	Category	Definition	Example
1	Focus learners on read aloud/ pronunciation	Ask learners to read aloud and practise pronunciation	Students read text in portions aloud while I correct errors orally as they read/ Read aloud for other students to listen
2	Focus learners on vocabulary/use of dictionary	Ask learners to look for key words or expressions that might affect their understanding	Guide students to identify synonyms and antonyms through exercises and use of dictionary
3	Focus learners on gist/overall meaning	Tell learners to try and get overall sense of the passage or specific details	They try to put the words in context and then picture in their mind what the text means
4	Focus on silent reading	Ask learners to read text individually and in silence	Students read text silently
5	Provide feedback/check answers	Provide learners with correct answers to questions	The last reading is meant to look for the answers to the questions
6	Focus on repeated reading	Ask learners to read text several times for specific purposes	First reading, second reading and context reading
7	Pre-reading activities/strategies- preview text	Give learners activities aimed at building their interest, confidence and motivation for reading	We identify the title and discuss it
8	Skimming and scanning	Ask learners to search quickly for a specific piece of information or word	I ask students to scan through the text/ Guide students to do skimming, scanning
9	Focus on whole class/group discussion	Teacher leads whole class to discuss the text	We discuss the remaining difficult words as a class/
10	Post-reading activities/strategies: summarising	Guide learners to re-read to check comprehension and explore how text organisation support comprehension	Lead students to summarise text orally and in writing
11	During-reading activities/strategies: inferencing, teach main idea	Give learners activities aimed at guiding them to read like skilled readers including inferencing, monitoring comprehension, repairing faulty comprehension	Look out for key sentences in each paragraph or segment
12	Focus on close reading	Ask learners to read text paying attention to details	We read the text closely
13	Clarify task demands	Explain what must be done to complete the task	I explain reading task
14	Talk about reading	Discuss the process of reading	I give them tips to read well
15	Focus on translation	Ask learners to translate text into their L1	They help each other with the translation of the difficult words
16	Stimulate prediction/ predict possible questions	Ask learners to think of topics and language that might appear in the text	Students think about what they know about a topic and predict what they will read
17	Combine reading with other skills	Ask learners to read text and undertake activities on other language skills like listening, writing or speaking	I assist student in building their oral and written skills in terms of language learning

b. Categories for justifications and definitions, example

#	Categories	Definition	Example
1	Improving acquisition of vocabulary, knowledge and information	To help learners acquire vocabulary and other knowledge	To get information To discern the information and retain it To enable learners to familiarize with the vocabulary
2	Oral reading improvement and correcting of errors	To aid learners pronounce words well	For them to practice their pronunciation and understanding of written text To give them the opportunity to practise how to pronounce words and expressions
3	Helping learners to understand text	To help learners to understand the text	To enable students to have some ideas.
4	Improving reading skills and fluency and imitation of skilful reading	To help learners become better readers	To improve reading skills and fluency
5	Getting general or specific ideas	To aid learners to get general or specific details in the text	This is to make them have a general idea of the text.
6	Developing communicative skills-speaking, practice of language	To help learners engage in meaningful language activities	I do this to help students communicate effectively in Spanish
7	Preparing learners through confidence building, assurance and stimulation of interest	To prepare learners before reading	To help students to build confidence
8	Exposure to varied texts and language inputs	To enable learners to be familiar with different types of texts	Largely to expose them to the language by giving them inputs
9	Helping learners improve memory and recall	To help learners remember items learnt	To help with memory and understanding
10	Enhancing closed reading	Enhancing closed reading	In order for the student to read more in depth and make connections when they encounter new words or information.
11	Deriving meaning without reference to dictionary	To enable learners use context or background knowledge to get meaning of unknown words or expressions	This strategy helps students not to always resort to the dictionary in order to get the meaning of what's being discussed
12	Promoting learner autonomy and improvement	To train learners to be independent	It helps learners to be autonomous
13	Comprehension monitoring/summarising	To identify difficulty and repair comprehension	To teach them how to comprehend and summarise
14	Activation of background knowledge	To remind learners of what they might have learnt about the topic in the text	To activate prior knowledge or encourage thinking about the topic
15	Focus learners' attention of task	To make sure learners concentrate on the task	It is important to remind them to pay attention to what they are reading
16	Providing purpose for reading	Tell learners the purpose for the reading task	So, they know what to look out for when reading
17	Broadening learners' horizon	To use information in text to widen learners' knowledge	It opens up the minds of students

c. Categories for coding other reasons for carrying out reading tasks in FL classroom

#	Categories	Frequency
1	Integration of other skills (speaking, writing)	4
2	Equipping learners with effective reading and communication skills	3
3	Facilitating comprehension and critical thinking	3
4	Building learners' confidence	2
5	Verifying application of language rules	1
6	Helping learners to deduce meaning	1
7	Helping learners to personalise language learning strategies	1

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