



Questions as beliefs: investigating teachers' beliefs in reading through inquiry questions

Ma Joahna Mante-Estacio & Ruanni Tupas

To cite this article: Ma Joahna Mante-Estacio & Ruanni Tupas (2022): Questions as beliefs: investigating teachers' beliefs in reading through inquiry questions, Education Inquiry, DOI: 10.1080/20004508.2022.2123121

To link to this article: <https://doi.org/10.1080/20004508.2022.2123121>



© 2022 The Author(s). Published by Informa UK Limited, trading as Taylor & Francis Group.



Published online: 13 Sep 2022.



Submit your article to this journal [↗](#)



Article views: 239



View related articles [↗](#)



View Crossmark data [↗](#)

Questions as beliefs: investigating teachers' beliefs in reading through inquiry questions

Ma Joahna Mante-Estacio ^a and Ruanni Tupas^b

^aDepartment of English and Applied Linguistics, De La Salle University, Manila, Philippines; ^bInstitute of Education, University College London, London, UK

ABSTRACT

Much has been written about teachers' beliefs, including their beliefs about reading. Due to its established impact on how it affects classroom practices, *teachers' beliefs* as a psychological construct is considered by some researchers as the most important in relation to teaching and teaching education. Thus, increasingly teachers of reading have been encouraged to reflect on their teaching practices as well as beliefs about reading. However, less work has been done on investigating reading teachers' beliefs through the lens of the questions they ask about reading itself. This paper argues that questions are constitutive of people's beliefs about what they deem important in life or in professional practice, and are regulative acts and evidence of reflection. Thus, analysing inquiry questions or what teachers ask about reading will enable identification and description of certain beliefs held by the teachers themselves. In other words, framed within an understanding of *teachers' questions as teachers' beliefs*, through thematic analysis this paper presents six themes that reveal teachers' beliefs related to reading instruction.

KEYWORDS

Teachers' beliefs; teaching reading; literacy beliefs

The importance of proficient and efficient reading is reflected in the many studies done on the various areas of reading. These studies may be grouped into three broad areas based on the three main factors of reading comprehension which is considered to be the main goal of reading instruction (RAND Reading Study Group, 2002). It can be observed that most research focuses on the first factor, *reader/learner*: students' reading comprehension performance (Duke & Pearson, 2002; Snow, 2010), their motivations towards different aspects of reading (Wigfield, Gladstone, & Turci, 2016) and attitudes (Jang & Ryoo, 2019), their strategies when reading various types of texts (Coiro & Dobler, 2011), among others. The second factor is the *text* which refers to how the organisation, cohesion, coherence, vocabulary, and readability of the materials play important roles in teaching reading effectively or motivating learners to read (Bråten, Strømsø, & Andreassen, 2016; Kendeou, Muis, & Fulton, 2011). The third factor is *activities* which refers to "acts a reader engages in with a text, and it encompasses purpose, operations, and consequences" (RAND Reading Study Group, 2002, p. 26)

CONTACT Ma Joahna Mante-Estacio  ma.joahna.mante@dlsu.edu.ph  De La Salle University-Manila, 2401 Taft Avenue, Manila, 1004 Philippines

© 2022 The Author(s). Published by Informa UK Limited, trading as Taylor & Francis Group. This is an Open Access article distributed under the terms of the Creative Commons Attribution-NonCommercial License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits unrestricted non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

which have short-term and long-term consequences on the reader's proficiency (Kim, Petscher, & Foorman, 2015; Tobar-Muñoz, Baldiris, & Fabregat, 2017).

Therefore, it may be concluded that an effective reading teacher is one who knows the importance of these factors and finds ways to be able to develop competent readers. This is why it is not surprising to know that teaching effectiveness in reading instruction has consistently been identified as a crucial topic among reading teachers, specialists, and administrators. In fact, in the annual "What's Hot in Literacy?" survey of the International Literacy Association (ILA), determining effective instructional strategies for struggling readers and teaching early literacy skills have always landed in the top five most important and hot topics among literacy experts. In its 2020 report, ILA even emphasises that the teacher is the single greatest factor in a student's achievement (2020, p. 15). Consequently, when teachers attempt to improve their quality of teaching, they are very likely to reflect on what has transpired in their classroom to gauge which aspects of their teaching need to be enhanced. According to Valdez, Navera, and Esteron (2018), "[b]y reflecting on what they do in the classroom, teachers specifically explore their teaching practices and beliefs and whether these, indeed, work" (p. 91). Reflection is a vital step towards effective teaching, thus the need to explore reflective teaching and, in the case of our paper, reflective teaching of reading.

Although the connection between teachers' reflections and teachers' beliefs has been studied quite extensively, the notion that teachers' reflections also include teachers' questions which reveal their beliefs has not yet been examined substantially. Since a teacher's self-reflection involves self-questioning aimed at evaluating one's teaching, it is very likely that these questions will be based on certain knowledge and standards that a teacher holds (*beliefs*) in terms of what effective teaching is. Some interesting reports from previous studies provide support to this argument. According to the Cambridge Assessment International Education's article "Getting Started with Reflective Practice" (<https://www.cambridge-community.org.uk/professional-development/gswrp/index.html>), reflective teaching is a "questioning approach to teaching" (para 40) because as teachers ask questions about their own teaching, they are able to evaluate their teaching as well. Also, Dana, Yendol-Hoppey, and Snow-Gerono (2006) in reporting a taxonomy of questions based on 200 research projects by prospective and current American teachers, included one category on *questions* about teachers' beliefs concerning management, teaching, and learning. This provides evidence that there are beliefs which may be inferred through the questions teachers ask.

Therefore, this paper seeks to answer the question, "What do teachers' inquiry questions about reading and their reading classes reveal about their beliefs about the teaching of reading?" This paper presents emerging themes that reveal teachers' beliefs about reading instruction by analysing the questions they ask about such instruction. Arguing that questions are expressions related to what the teachers deem to be significant in life and in their work, and are pieces of evidence of their reflection and evaluation of what they consider important, this paper discusses how the teachers' beliefs about the teaching of reading may actually be inferred from their questions.

Review of literature

Studies on teachers' beliefs

Borg (2011) defines teachers' beliefs as "propositions individuals consider to be true and which are often tacit, have a strong evaluative and affective component, provide a basis for action, and are resistant to change ... which are a key element in teacher learning and have become an important focus in research" (pp. 370–371). Moreover, teachers' professional growth may be measured most accurately by analysing their beliefs (Johnson, 1994; Kagan, 1992) as beliefs can help teachers become active decision-makers (Borg, 2006). Moreover, due to their established impact on how they affect classroom practices, teachers' beliefs "can inform educational practice in ways that prevailing research agendas have not and cannot" (Pajares, 1992, p. 307; Fives & Buehl, 2008).

Research on teachers' beliefs grew in the 1990s (Fang, 1996; Torff, 2005) with earlier studies attempting to identify and describe teachers' beliefs and map out their possible links with the teachers' classroom practices. Most studies concerning English language instruction attempted to compare teachers' beliefs with their actual practices (e.g. Anders & Evans, 2019; Borg, 2018; Farrell & Ives, 2015; Sato & Kleinsasser, 2004; Yook, 2010), while others compared the beliefs of teachers and students (Bernat, 2007; Deng & Lin, 2016; Poulou, 2017). In terms of methodology, there are those which employed closed-ended questionnaires (e.g. Schulz, 2001) to gather data, but majority have been qualitative in nature (see Thomson, 1992; Philipp, 2007, p. 271) which employed interviews (Johnson, 1994), observation (Burns, 1992), stimulated recall (Fang, 1996; Schepens, Aelterman, & Van Keer, 2007), and document analysis (Haney & McArthur, 2002), with some of these studies combining these methods to have a thorough analysis of the results (see also Gao, 2018; Sato & Kleinsasser, 2004; Viet, 2014; Wilson, Konopak, & Readence, 1991). In reading instruction research, studies on teachers' beliefs concentrated on identifying beliefs in specific reading areas such as reading comprehension (e.g. Anders & Evans, 2019; Richardson, Anders, Tidwell, & Lloyd, 1991), content area reading (Colwell, 2016; Hall, 2005; Risko, 2008) reading theories and reading strategies (Çakıcı, 2016; Yu-Chen, 2008). Similar to results of previous studies in other areas, researchers reported inconsistencies between the participants' beliefs and their actual classroom practices.

Some recent studies on teachers' beliefs have focused on constructs that are perceived to be timely. Haukas (2016) studied Norwegian language teachers' beliefs about multilingualism and the use of a multilingual pedagogical approach in the third language (L3) classroom by analysing data gathered through focus group discussions with 12 teachers of various ethnicities. Findings reveal that the teachers view multilingualism as beneficial to their own language learning so they use their students' linguistic knowledge of L1 and L2 when teaching the L3. Moreover, they think that collaboration across languages could enhance students' language learning. Farrell (2016) studied reflections of Canadian ESL teachers on their prior beliefs through the use of metaphor analysis using the Oxford et al. (1998) framework. The metaphors were gathered from group discussions and interviews, and most of the metaphors were those related to learner-centred growth, followed by social order, then social reform. The matrix indicated a complex belief system about reading and teaching reading

among these EFL teachers. Using audio-recorded lesson planning sessions, classroom observation, stimulated recall, and focus groups, Viet (2014) found that there is a significant gap between teachers' current beliefs, intention, practices and the general principles of Task-Based Language Teaching. Kaymakamoğlu (2018) used semi-structured interviews and structured observations among 10 Turkish EFL teachers and found that they have varied beliefs about Constructivist and Traditional teaching and learning. The interview data indicated that they favour Constructivist learning and teaching, but the observational data showed that Traditional practice was more frequent in terms of their actual practice.

From this brief review of studies on teachers' beliefs, two important observations can be made: The first is that multiple sources of data have been employed to identify teachers' beliefs and their possible relationships with actual classroom practices and their students' beliefs. The second is that in terms of findings, results show inconclusive understandings of teachers' beliefs which appear to be inconsistent across different studies. Some studies report that teachers' beliefs match those of their students' while some report otherwise. There are also studies which find self-reported teachers' beliefs to positively relate with their classroom instructions while there is also research which says there is a mismatch between the two. It is in this context that this paper explores and unpacks teachers' beliefs by analysing teachers' questions from which their beliefs may be drawn, a specific domain of research that has thus far been relatively unexplored.

Studies on teachers' beliefs about reading instruction

In the specific area of reading instruction, studies on teachers' beliefs started quite earlier compared to the other macroskills like listening, writing and speaking instruction. There have been both quantitative studies on teachers' beliefs in reading as well as studies which employed qualitative data triangulation. The survey by Gove (1983) to identify teachers' reading beliefs is perhaps one of the earliest in the area. Davis, Konopak, and Keadence (1993) used observation, interviews, and document analysis to identify their participants' beliefs about reading and reported that there was variation in the instructional practices of their participants and their beliefs about reading. Richards, Gipe, and Thompson (2006) quantitative study had 225 primary teachers and tested 14 predictor variables to describe their orientations towards reading instruction. Yu-Chen (2008) focused on Taiwanese instructors' belief system about reading theories and strategies and compared this with their practical teaching activities. Using a questionnaire, the researcher found that the participants put a premium on linguistic knowledge, cognitive strategies, and metacognitive strategies. El-Okda (2005) administered a belief elicitation instrument among 57 student teachers of English in a university in Oman which instructed them to either agree or disagree with the teacher's decision in three vignettes. Results revealed that the pre-service teachers consider reading as limited to verbalising. Finally, Kuzborska (2011) had eight Lithuanian EAP teachers in a state university to study possible connections between the teachers' beliefs and their classroom practices as reading teachers. Using video stimulated recall, she was able to identify the participants' reading beliefs which she found congruent with their classroom practices.

Why study teachers' beliefs through questions

Rokeach (1968, cited in Johnson, 1994) claims that beliefs “cannot be merely observed or measured, but instead must be inferred by what individuals say, intend, and do” (p. 440), thus our paper’s unique approach is to infer such beliefs from the questions teachers ask in order to bring such beliefs “to the level of conscious awareness” (Farrell & Ives, 2015, p. 595).

There are at least three interrelated reasons why this paper uses teachers’ questions as a viable and rich source of data for investigating teachers’ beliefs. First, questions are expressions of what people (teachers in this case) consider to be important in their desire for knowledge (Athanasiadou, 1991). Teachers ask questions to focus on points in teaching and learning which they consider significant during academic interactions (Chang, 2011). Since their beliefs are those which they believe to be true but are often tacit, it goes without saying that these are the very things they consider salient in their performance as teachers. Second, teachers pose questions which allow them to evaluate their current knowledge against an information being presented to them (Graesser, Person, & Huber, 1992). Therefore, whatever proposition is considered true by teachers becomes their belief. And third, as an established literacy practice (Tofade, 2013), questioning reveals one’s reflection on certain issues (Chin, 2007) which, when inferred, would reveal what an individual thinks to be significant.

Much research has been done on questions in education but it has focused mostly on teachers or students asking questions inside the classroom before, during, or after a lesson (Almedia, 2012; Kawalkar & Vijapurkar, 2013; Molinari & Mameli, 2010), with the purpose of determining the frequency of these questions and the patterns of classroom discourse from which the questions have emerged. This paper, on the other hand, examines teachers’ questions *about* reading instruction with the view of understanding and mapping their beliefs about it. In other words, the paper aims to infer teachers’ beliefs about reading instruction from their questions about it. These questions come out of their classroom where they study to become teachers of reading, rather than emerge from their own interaction with their students or from their training to formulate questions for their students (Cruz-Guzmán, García-Carmona, & Criado, 2017). According to several scholars like Clark (1988), Snow-Gerono (2005) and Buckelew and Ewing (2019), teachers in teacher preparation contexts need to exercise reflective thinking by asking questions about themselves and their practices in order to better prepare them for real contexts of teaching. This is what Golden, Guthery, and Thompson (2018) refer to as developing a “questioning stance” (p. 85).

Inquiry questions by teachers are also called “what works’ questions” (Hutchings, 2000, p. 4) because they ask about the success of their teaching practices and approaches. It may be argued then that teachers’ inquiry questions may reveal what they think and understand to be true and correct since it is the very purpose of this type of question. Moreover, since beliefs as defined by Borg (2011) earlier are propositions considered by an individual to be true, the possible connection between the beliefs and questions, may be strongly argued. In the case of teachers, as they aim to continuously improve their teaching practices, they rely, review, and reflect on their current beliefs as their basis for their future actions. Reflective teaching includes asking questions about one’s beliefs in connection with how they see themselves in practice. These questions, in

fact, add to their knowledge base of teaching. As Short and Burke (1996) put it, “we question our beliefs and make difficult changes in both our beliefs and our actions” (p. 97). When we engage in inquiry, we examine our beliefs and actions. We sometimes make changes to our classroom practices as a result of the questions we ask about our beliefs which have served as foundation of such “old” practices in the first place.

Thus, it is indeed viable and timely to consider questions as a lens through which teachers’ beliefs can be thoughtfully examined. Since beliefs reveal what one teacher holds to be true and important, then it could be argued that questions that are likely to be posed by teachers are important and salient sources of their own beliefs since posing questions is a way to evaluate their existing truths, and to make sense of how a new information compares with their existing belief. With this, we aim to answer this question: *What do the participants’ questions on the various teaching of reading topics reveal about their beliefs and knowledge of the pedagogy of reading?*

Methodology

The current study employed thematic analysis by examining the questions posed by the participants about the different areas of reading instruction. Doing so, the researchers were able to identify and report emerging patterns from the dataset which revealed the various beliefs held by the participants in relation to the teaching of reading.

Participants

Participants are 24 Master in Teaching English Language and Master in English Language Education students in a private university in the Philippines. At the time of data gathering, they were in the first and second year in their Graduate programme and were attending a Teaching of Reading class handled by one of the researchers. [Table 1](#) gives other pertinent details about the participants.

Instruments

Data came from 4 sets of short reflections on various topics related to the teaching of reading. These are as follows:

- (1) On schema

What questions do you have about schema?

- (1) On questioning/questions

Table 1. Participants’ Profile.

Undergraduate Degree		Level Taught ^a				Years of Teaching		
Education	Non-Education	Pre-elementary	Elementary	High School	College	0–3	4–7	8–12
16	6	3	1	11	4	14	9	1

^aFour participants failed to answer

What questions do you have about questioning/questions?

- (1) On metacognition and reading strategies

What questions do you have about metacognition and reading strategies?

- (1) On critical literacy

What questions do you have about critical literacy?

Procedure

Each question above was answered by the participants on a class session when the particular topic was discussed. They answered the question at the start of the session without the benefit of any lecture or class discussion yet, so they relied only on their background knowledge and previous experiences in answering the open-ended questions. The questions were prepared by the teacher (first author) handling the Teaching of Reading course. The participants were instructed to recall and reflect as many questions as possible which they think are related to the topic to be discussed during the sessions. On the average, the students took 10–15 minutes to write the questions on a piece of paper. After answering, they submitted their papers to the teacher-researcher. The students did not receive feedback on the quality of the questions they posed, but throughout the four sessions, they were consistently reminded to reflect and write as many questions as they wanted because all questions would be considered. There were students who did not write any question for an assigned topic, and questions which were deemed not related to the topic or were considered incomprehensible by the researchers were not included. Furthermore, questions which reflected the same idea were considered as one question. For example, *What would be the best way to teach schema?* And *What is the most effective method to teach schema?* Are treated as one question. Participants provided consent for the use of their answers for research purposes, with the explanation that their consent was voluntary.

Data analysis

Inductive and latent approaches of thematic analysis were employed in this study. All questions were encoded through an Excel spreadsheet with identical questions written only once. The questions were read several times by the researchers to identify the underlying ideas from the questions. Although there is no pre-existing coding frame, the researchers utilised Glaser's *Emerging Design* from the Grounded Theory framework which necessitated going through an iterative process of identifying emerging themes by (re)reading each response (Creswell, 2014), consolidating or recategorising these emerging themes until the researchers reached the saturation point where two final and independent themes were identified. All this was done carefully, especially because in this particular data set, there is limited context from which each question is coming. Table 2 shows sample analysis of the questions.

Table 2. Sample analysis of the teachers' questions.

Teacher's Questions (with keywords highlighted to help infer the underlying ideas)	Emerging Themes	Final Themes
How should we tap the schema of (socially, economically) underprivileged ones ? How can we help low proficiency students use metacognitive strategies?	Beliefs about the teacher as the "great equalizer"	Beliefs concerning the varied roles of a reading teacher
What are the various ways/activities to teach metacognition? How do we assess critical literacy? How do I assess the quality of my questions ?	Beliefs about the teacher as an inquirer	Beliefs concerning the varied roles of a reading teacher
What would be the best method to teach metacognition? Is it always necessary to activate prior knowledge in every lesson? Within an hour , how many questions should we ask our students?	Beliefs about the teacher as a self-examiner Beliefs about "the best method"	Beliefs concerning the varied roles of a reading teacher Misunderstood beliefs about the teaching of reading
	Beliefs about the concepts of schema and metacognition Beliefs related to time management when teaching reading	Misunderstood beliefs about the teaching of reading Misunderstood beliefs about the teaching of reading

Results and discussion

Positing that questions may actually reveal teachers' beliefs, the current research attempts to present the participants' beliefs and knowledge related to the pedagogy of reading, by discussing themes which have emerged from the data which likewise reflect the four main categories of teachers' beliefs (Cronin-Jones, 1991): beliefs on how students acquire knowledge, beliefs about the teacher's role in the classroom, beliefs related to the level of the student's ability in a particular age group and beliefs about the relative importance of the content topics. Analysing the questions, two main themes have been identified which are able to answer the paper's research question.

Beliefs concerning the varied roles of a reading teacher

The first theme (which has three sub themes) covers inferred beliefs about the different functions of a teacher in reading instruction. These beliefs are evident from questions from the teacher-participants that reveal their concern over how reading difficulties of students are addressed, their interests to know how certain teaching and learning strategies in reading could be used effectively in their classroom, and their understanding of concepts on how effective reading instruction happens to visualise and anticipate problems that may arise in their reading classes in the future. Based on the questions they posed, it may be inferred that the participants believe that teaching reading requires teachers having the appropriate knowledge, skills, and sensitivity to their students' situation, as well as willingness to extend help.

- (A) Beliefs about the teacher as the "great equalizer"- Questions in this sub category include inquiries on how certain illustrative cases of readers/students could be addressed in the reading classroom.
- (1) How can young children's schema be tapped?
 - (2) How should we tap the schema of (socially, economically) underprivileged ones?

(3) Can critical literacy be taught to young learners?

This set of questions presents a belief of some of the participants that as teachers, they are the “great equalizers” in the reading instruction process. This means that teachers (should) mediate between the existing problems of their students and the target or goal of their teaching (Cabral-Marquez, 2015). This is seen in two early childhood teachers who asked how they could teach young learners about schema and critical literacy which reveal the importance they give to their role as reading instructors of young learners. Teaching young readers to use their prior knowledge to understand and appreciate the text that they are currently reading (Alber, 2011) is not easy due to the common perception that young learners still do not have much experience to refer to and to connect with the reading material they are trying to engage in. The same young learners may not have mastered enough skills yet to go beyond the explicit lines of a reading material which is a pre-requisite to being critically literate, so a concern on whether these groups of learners are ready for these concepts is truly valid. On the other hand, the issue of access to reading materials raised by one teacher-participant has always caused many problems in the reading classroom and has become a social problem in many cases (Allington & McGill-Franzen, 2003). This is because those who are marginalised by not having access to reading materials suffer not only academically through grades, but socially as well because their chance to be part of class and group discussions and to do out-of-the class activities involving reading materials will significantly decrease. These learners likely need more support from the teacher to be able to connect whatever limited resources they have to what is planned to be discussed in the classroom. The teacher’s creativity, resourcefulness, and ability to contextualise their instruction so as not to put the marginalised students to a further disadvantage are likewise encouraged.

(1) How can we help low proficiency students use metacognitive strategies?

This question discloses a teacher-participant’s belief that metacognitive strategy instruction is one of the important tasks of a reading teacher. The question also points to the challenge posed by teaching metacognitive reading strategies being welcomed by the teacher. It must be noted that research has shown proofs that the use of metacognitive strategies is positively correlated with reading proficiency (Sheorey & Mohktari, 2001). Because of this, teachers are more encouraged to identify and help those readers in their class who are performing below par, as these students truly need more time, more patience, and even a different instructional plan from them. Therefore, a question like this one shows the concern of the teachers to help their students who perform below expectations.

Overall, this sub theme reveals the teachers’ belief that everyone in their class deserves to maximise their reading potentials and that as teachers, and that they should exert more effort to teach those who need it more. Specifically, in the teaching of reading, it is a must that teachers are aware and mindful of their students, by placing these persons in the forefront of their teaching of the reading process because it is a basic principle of reading instruction that the reader (in this case the students) is at the centre of the meaning-making process (Ruddell & Unrau, 1994) whose interests,

difficulties, and needs should be considered at all times. This is why questions on the learners' schema and metacognition are always essential and crucial to make reading instruction effective (Tan & Mante-Estacio, 2021).

(A) Beliefs about the teacher as an inquirer – There are questions that reveal the teacher-participants' beliefs and interests to know how certain teaching and learning strategies in reading could be used effectively in the classroom. These questions relate to the assumption that teachers' beliefs reveal their teaching practices and how they intend to teach. Included in this set are questions on assessment which is an integral part of teaching as well.

- (1) How do you teach students how to ask relevant questions?
- (2) What are the various ways/activities to teach metacognition?

The belief in the importance of developing a “culture of inquiry” (Spencer, 2017) in the reading class is highlighted in this set of questions. For one, the participants believe that asking good questions is not limited to the teachers, and students must be taught how to construct and deliver meaningful questions at the different stages of the reading lesson as well. Furthermore, this also implies the teachers' notion that they should not monopolise questioning in the classroom, and that they are open to the idea of answering the students' questions, as well as students asking questions to their fellow students (Bowker, 2010). Related to the concept of inquiry is the concept of thinking about thinking (metacognition) which is the subject of the second question. As mentioned previously, because metacognition is an important, yet complicated construct to teach, the two teacher-participants who asked the second question are likely to believe that they must be equipped with various techniques on how to teach it among their students, as inferred from the question.

7. How can the teacher maximise their students' schema to make reading worthwhile?

This question reveals the teachers' belief and interest to know how they can make reading become successful and meaningful with students able to connect efficiently and effectively their previous knowledge and experiences with what they are currently reading. Previous studies point to this as the very essence of considering schema in any reading activity (Commission on Reading of the National Council of Teachers of English, 2004). Recognising the importance of schema in reading instruction points to the teacher's acceptance of the learners' active role in the creation of his or her personal knowledge, the importance of experience in this knowledge creation process, and the realisation that the created knowledge created will vary in its degree of validity to be accurate in representing reality (Doolittle, n.d.).

8. How do you assess metacognition?

9. How do we assess critical literacy?

10. How can a teacher determine whether a student is able to access his/her schema?

These three questions on these reader-specific domains¹ reveal the belief of a teacher-participant on the importance of the type of assessment that will show intra-individual differences, deficits of an individual student (not group) that makes him or her either good or poor reader, and authentic outcomes worthy of reflection (Snow-Gerono, 2005). As assessment has always been considered a key to effective teaching learned from pre-service internships to in-service training of teachers, the teachers have

been inculcated with different ideas on how they should assess their students' performance. Reading instruction is no exception (Snow, 2010). It does not come as a surprise therefore, that the participants still have queries on how specific reading constructs (metacognition, critical literacy, and schema in these examples) should be assessed with the belief that successful teaching must naturally culminate with a well-thought assessment of the students' reading performance.

Overall, the second sub theme discloses a very important aspect of teachers' beliefs: how the teachers teach or how they plan to teach. The teachers' positive notion towards the teaching of the reading process is seen through the questions they pose revealing their openness and willingness to know more. This is likewise related to their belief that they are expected to be continuously improving/upgrading their teaching skills after assessing that they currently lack some procedural knowledge in carrying out certain reading lessons.

Another assumption made in previous studies on the values of teachers' beliefs is to know how teachers interpret new information about learning and teaching (Al-Sagier Shaiegy, et.al, 2021; Ansori, Nurkamto, & Suparno, 2019). By analysing their beliefs, one is able to understand how teachers view changes and developments in the various areas of teaching and learning reading. The next sub theme explains how the teacher-participants problematise different scenarios in the reading class that show their basic knowledge of the various factors that relate to the reading process and their beliefs on how these affect each other and the entire process of meaning-making.

C. Beliefs about the teachers as a self-examiner- These may be considered to be higher-ordered thinking questions posed by the teacher-participants. These are those that show the participants' understanding of concepts on how effective reading instruction happens, and are now reflecting much deeper into certain areas of reading to possibly visualise and anticipate problems that may arise in their reading classes in the future.

11. How does our view of our students' schema affect our teaching?
12. How does a teacher reconcile students' different schema?
13. How will a teacher monitor their students' schema-building?
14. How can schema hinder one's understanding of the text?

The four questions from three teacher-participants reveal their belief that despite its complexity, schema is a construct that must be fully and clearly understood and applied by reading teachers in their particular teaching context (Pardede, 2008). Another possible belief from the same questions is that applying the principles of schema in reading lessons entails having various skills, knowledge, and even the right attitude by the teacher. The first question asks about how a teacher's impression of his or her students' schema affects the lesson delivery. It seems to imply either of these two things: whether a reading lesson must be adjusted once the teacher determines the students' relevant prior knowledge needed to understand the material to be discussed, or how the teacher's understanding of the concept of students' schema affects how he or she teaches a reading lesson. To answer both questions requires much reflection and understanding both at the conceptual and practical levels. In this connection, the second question pertains to the role of the teacher in finding a common ground among the different personal knowledge brought by students to class. Given a class of 30-40 students, it is a challenge for the teacher to look for ideas, thoughts, or values

shared by everyone be it at the start, during, or after reading a text. The same reason makes the third question significant: It focuses on the need to monitor the students' development as far as schema-building is concerned. It is when a teacher attempts to keep track of what concepts were accommodated, assimilated, or rejected by each of his/her students. The last one asks about possible difficulties a reader may experience when he or she applies the wrong schema in reading a particular text. Though this may seem to be a simple concern, the actual action or decision to be made by the teacher may not always be straightforward. Will the teacher just give the correct schema needed? Will the teacher give clues but will not give the correct schema right away? Will the teacher allow the student to discover the problem on his own? Is there a theme of beliefs drawn from the teachers' questions here?

15. Should you ask questions based on a student's ability/proficiency?

16. How do I assess the quality of my questions?

This pair of questions posed by three teacher-participants reveal their beliefs about effective reading questions: (1) The teachers must judge and evaluate their own questions to make sure these meet certain standards; (2) The teacher should have some basis in preparing specific questions for particular students in class. There is a practice among some teachers to ask easy questions to their low ability students with the belief that this will develop their confidence, hence the first question which seems to confirm whether this is a good practice. Perhaps the teacher-participant who asked the question would like to be affirmed or be proven wrong if ever he is doing the same act. The second question, on the other hand, could be considered unusual since what is commonly assessed by teachers are students' questions and not their own questions. It implies the importance of teachers' self-evaluation of the questions they use in class which encourages reflection and even metacognition among teachers.

- (1) Does the use of metacognitive strategies vary in relation to age, gender, and linguistic background?
- (2) What are the limits of metacognition?

Reflecting on the last pair of questions in the light of the participants' L2 reading context, it implies the belief of two teacher-participants that they must be ready to interpret and apply these principles of metacognition in their specific classroom with their specific learners in mind (Commission on Reading of the National Council of Teachers of English, 2004). The teacher-participants acknowledge the importance of understanding metacognition as a reader-specific domain, particularly on the possible aspects or factors that might affect the effective use of the strategies.

The third sub theme presents the teacher-participants as persons who reflect and evaluate their own classrooms practices so that they are able to plan effective lessons, and anticipate and troubleshoot problems in their reading classrooms. Their questions may be seen as "outside the box" type of questions which may show their beliefs about seeing L2 reading as always being contextualised and unique and must be addressed in the same approach.

So far, the first main theme presents positive beliefs among the teacher-participants and combines direct transmission and constructivist beliefs of teaching and learning (Kim, 2005). It can be inferred that these teacher-participants are aware and are willing

to know more about reading pedagogy, including the developments that are changing our L2 reading is taught. The theme also shows the reflection made by the teachers about their learners which allowed them to problematise and contextualise their ideas related to the focused pedagogy. However, there are also questions that consider beliefs which are not based on accepted principles of reading instruction and these are presented in the next main theme.

Misunderstood beliefs about the teaching of reading

The second theme (which has three sub themes as well) is based on the participants' questions which reveal their misconceptions, misunderstanding, misinterpretations, or perhaps their lack of knowledge on certain aspects of reading instruction. These beliefs are worthy to be reported as well because these "potentially misleading and unproductive beliefs" (Gelfuso, 2018, p. 11) may negatively affect how the teacher-participants plan and execute their reading instruction.

(A) Beliefs about "the best method"

- (1) What would be the best method to teach schema?
- (2) What would be the best method to teach metacognition?

The belief that there is such a thing as the "best method" typically comes from the wrong notion that all learners are the same and are to be taught in the same way regardless of the reading material used and of the particular setting the teacher and students are in. Five teacher-participants asked this question. Research supports the notion that there is no such thing as the "best method" but only suggested methods for teachers who are about to teach a certain reading skill or lesson. To quote Connor ((2007) in *Nobestwaytoteachreadingnd*, in "No 'best way' to teach reading", n.d.), "the efficacy of any particular instructional practice may depend on the skill level of the student. Instructional strategies that help one student may be ineffective when applied to another student with different skills (para 6)".

(A) Beliefs about the concepts of schema and metacognition

- (1) Is it always necessary to activate prior knowledge in every lesson?
- (2) How can schema be used to facilitate reading fluency?
- (3) Can one be a metacognitive reader if he uses only 1 strategy?

The first two questions were asked by three teacher-participants revealing their misconception about schema. As explained earlier, schema activation is needed in every reading lesson to make sure that the readers more or less have the same basic background as they read a text (Cunningham & Shagoury, 2006). Reading experts do not commonly relate schema to fluency since fluency is focused on the speed, accuracy, and expression which do not necessary entail having background knowledge (schema).

On the other hand, the third question implies that the teacher-participant who asked the question may not have a clear grasp of the basic definition of *metacognitive reader* as someone who “recognises when something read does not make sense ... reads to learn ... by applying a variety of strategies (Grant, 2012, para 2–3); therefore, it is almost impossible to be a metacognitive reader if one uses only a single strategy.

(A) Beliefs related to time management when teaching reading

24. *How much time should I spend on activating schema?*

25. *What is the fastest way to correct the wrong concepts of my students?*

26. *Within an hour, how many questions should we ask our students?*

These questions may be inferred to mean that the five teacher-participants who asked them put emphasis on time allotment when they teach. They seem to believe that good teaching is synonymous with being sensitive and mindful of the time. While efficiency in time management will always be valued in teaching, it is not always positively related to success in teaching nor is there a magic number as to the number of tasks or activities per class meeting that teachers may give to their students (Blair, Rupley, & Nichols, 2011; Rupley, Blair, & Nichols, 2009). Another possible interpretation for the questions is that the five participants would like to confirm if taking a lot of time in doing the tasks (activating and monitoring schema, asking questions) would have any negative effect on the reading lesson in general (Alber, 2011).

The last main theme underscores the problem when reading teachers have weak theoretical and conceptual background which may be caused by their lack of exposure to lectures, training and discussion on various aspects of reading instruction, or having traditional beliefs that need to be updated. It may be inferred that certain constructs confuse them, although at the basic level they believe these are useful and worthy of their try as classroom reading teachers.

Conclusions and implications

The current study looks at questions as possible sources of teachers' implicit beliefs on reading instruction. Two emerging themes with sub themes were identified by reading between and beyond the questions posed by the participants. The first theme identifies the beliefs of the teachers regarding the different roles they play in the reading instruction. These roles expect them to be sensitive to the skills and needs of their students, knowledgeable of effective strategies, and reflective of their own teaching context. From these themes, a number of beliefs were identified and described: The teacher-participants consider their role to teach important reading constructs such as schema, metacognition, and critical literacy as challenging. Their beliefs urge them to clarify processes in applying strategies that involve the said ideas. There were those who also believe that assessment of reader-specific domains is crucial in reading pedagogy. Some participants believe that they have to anticipate reading problems which are unique in the L2 reading context.

However, the participants' questions also reveal their misconceptions on some aspects of reading instruction. There are those beliefs that erroneously equate quantity with effectivity and misconstrue the relationship between reading principles, those that

relate to the 'best method' in teaching reading, and those beliefs that reveal some weakness in the teacher-participants' theoretical and conceptual background.

With the current view that there exists an interactive relationship between teacher beliefs and practices, some implications for teacher training are made at this point based on the results of the current study:

- There is a need to have continuous, well-thought of, and practical in-service training among reading instructors, so that they are clearly guided in understanding and executing reading lessons where theoretically-based constructs are embedded.
- During these trainings, it is also necessary to underscore the important role played by specific classroom contexts in teaching reading. Together with learners' characteristics and the reading material to be taught, the particular classroom context will ultimately determine for the teacher what teaching methods are likely to be successful. This will correct the prevailing misconception that there is a "best method" that can be used in reading instruction.
- Moreover, teacher-trainings may also include discussions and workshop on how reading assessment should complement effective reading instruction based on the questions posed by the participants in this study.
- Lastly, the same training could provide a venue for the teachers to reflect and update on their view of reading and of teaching of reading in particular.

For future studies that will use questions to reveal teachers' beliefs, questions at different points in the lesson could provide a clearer picture of the topic. Moreover, putting the task of writing questions may be made more contextualised so that the resulting questions by the participants would include more details that would help the researchers infer their beliefs. It may also be a good idea to have a session with the participants where they could articulate their previously written questions to the researchers.

Note

1. Metacognition, schema, and literacy are considered reader-specific domains for these vary from reader to reader.

Notes on contributors

Ma Joahna Mante-Estacio, Ph.D (Applied Linguistics) is an Associate Professor at the Bro Andrew Gonzalez, FSC- College of Education of De La Salle University-Manila. She teaches Research Methods in ELT and Applied Linguistics, Qualitative Research Methods, Psycholinguistics, Language and Gender, and English Language Teaching courses at the Graduate level. She conducts teacher trainings, writes textbooks and undertakes empirical studies on various topics such as reading, literacy, teacher education, and Action Research in Education.

Ruanni Tupas teaches sociolinguistics in education at the Department of Culture, Communication and Media, Institute of Education, University College London. He has taught at the University of the Philippines in Diliman, National University of Singapore, and National Institute of Education, Nanyang Technological University. He is an Associate Editor of the

International Journal of the Sociology of Language. He has been awarded honorary lifetime membership by the Linguistic Society of the Philippines for his contributions to Philippine language studies.

Disclosure statement

No potential conflict of interest was reported by the author(s).

Funding

This work was supported by the Science Foundation, Inc, of De La Salle University-Manila to defray the expenses incurred by the researcher during her Visiting Scholarship in Singapore, granted by NIE.

ORCID

Ma Joahna Mante-Estacio  <http://orcid.org/0000-0002-5394-1475>

References

- Alber, R. (2011, July 19). *Are you tapping into prior knowledge often enough in your classroom?* Retrieved from <https://www.edutopia.org/blog/prior-knowledge-tapping-into-often-classroom-rebecca-alber>
- Allington, R., & McGill-Franzen, A. (2003, November). Use students' summer-setback months to raise minority achievement. *Education Digest*, 69(3), 19–24.
- Almeida, P. A. (2012). Can I ask a question? The importance of classroom questioning. *Procedia-Social and Behavioral Sciences*, 31, 634–638.
- Al-Sagier Shaiegy, E. S., & Abdelrahman, M. S. B. (2021). The effect of teacher's beliefs on the implementation of english language curricula in public schools in Aqaba Governorate, Jordan. *Ilkogretim Online*, 20(6), 577–588.
- Anders, P. L., & Evans, K. S. (2019). Relationship between teachers' beliefs and their instructional practice in reading. In R. Garner & P. A. Alexander (Eds.), *Beliefs about text and instruction with text* (pp. 137–153). New York: Routledge.
- Ansori, M., Nurkamto, J., & Suparno, S. (2019). Teacher's beliefs and practices in the integration of higher order thinking skills in teaching reading. *ELS Journal on Interdisciplinary Studies in Humanities*, 2(4), 541–555.
- Athanasiadou, A. (1991). The discourse function of questions. *Pragmatics*, 1, 107–122.
- Bernat, E. (2007). Bridging the gap: Teachers' and learners' diversity of beliefs in SLA. Paper presented at the 20th *English Australia Education Conference*, Diversity: A Catalyst for Innovation. Sydney, Australia. Retrieved from <https://libguides.scu.edu.au/c.php?g=356657&p=2408473>
- Blair, T. R., Rupley, W. H., & Nichols, W. D. (2011). The effective teacher of reading: Considering the “What” and “How” of instruction. *The Reading Teacher*, 60(5), 438.
- Borg, S. (2006). *Teaching cognition and language education: Research and practice*. London: Continuum.
- Borg, S. (2011). The impact of in-service teacher education on language teachers' beliefs. *System*, 39(3), 370–380.
- Borg, S. (2018). Teachers' beliefs and classroom practices. In P. Garrett & J. M. Cots (Eds.), *The Routledge handbook of language awareness* (pp. 75–91). London: Routledge.
- Bowker, M. (2010). Teaching students to ask questions instead of answering them. *The NEA Higher Education Journal*, 26(1), 127–134.

- Bråten, I., Strømsø, H. I., & Andreassen, R. (2016). Sourcing in professional education: Do text factors make any difference? *Reading and Writing*, 29, 1599–1628.
- Buckelew, M., & Ewing, J. (2019). *Action research for english language arts teachers: Invitation to inquiry*. New York & London: Routledge.
- Burns, A. (1992). Teacher beliefs and their influence on classroom practice. *Prospect*, 7(3), 56–66.
- Cabral-Marquez, C. (2015). Motivating readers helping students set and attain personal reading goals. *Reading Teacher*, 68(6), 464–472.
- Çakıcı, D. (2016). EFL teachers' beliefs about the use of reading strategies. *Dil Ve Dilbilimi Çalışmaları Dergisi*, 12(2), 183–194.
- Cambridge Assessment International Education's article. (2020). *Getting started with reflective practice*. Retrieved February 14, 2020 from <https://www.cambridge-community.org.uk/professional-development/gswrp/index.html>
- Chang, Y.-Y. (2011). The use of questions by professors in lectures given in English: Influences of disciplinary cultures. *English for Specific Purposes*, 31(2), 103–116.
- Chin, C. (2007). Classroom interaction in science: Teacher questioning and feedback to students' responses. *International Journal of Science Education*, 28(11), 1315–1346.
- Clark, C. M. (1988). Asking the right questions about teacher preparation: Contributions of research on teacher thinking. *Educational Researcher*, 17(2), 5–12.
- Coiro, J., & Dobler, E. (2011). Exploring the online reading comprehension strategies used by sixth-grade skilled readers to search for and locate information on the Internet. *Reading Research Quarterly*, 42(2), 214–257.
- Colwell, J. (2016). Examining preservice teachers' beliefs about disciplinary literacy in history through a blog project. *Action in Teacher Education*, 38(1), 34–48.
- Commission on Reading of the National Council of Teachers of English. (2004). *On reading, learning to read, and effective reading instruction: An overview of what we know and how we know it*. <http://www2.ncte.org/statement/onreading/>
- Connor, C. (2007) in *Nobestwaytoteachreadingnd*. No One Strategy is Best for Teaching Reading, Study Shows. <http://www.nea.org/home/18254.htm>
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage.
- Cronin-Jones, L. (1991). Science teacher beliefs and their influence on curriculum implementation: Two case studies. *Journal for Research in Science Teaching*, 28(3), 235–250.
- Cruz-Guzmán, M., García-Carmona, A., & Criado, A. M. (2017). An analysis of the questions proposed by elementary pre-service teachers when designing experimental activities as inquiry. *International Journal of Science Education*, 39(13), 1755–1774.
- Cunningham, A., & Shagoury, R. (2006). *Starting with comprehension: Reading strategies for the youngest learners*. Boston: Stenhouse Publishers.
- Dana, N. F., Yendol-Hoppey, D., & Snow-Geron, J. L. (2006). Deconstructing inquiry in the professional development school: Exploring the domains and contents of teachers' questions. *Action in Teacher Education*, 27(4), 59–71.
- Davis, M. M., Konopak, B., & Keadence, J. (1993). An investigation of two chapter i teachers' beliefs about reading and instructional practices. *Reading Research and Instruction*, 33(2), 105–118.
- Deng, F., & Lin, Y. (2016). A comparative study on beliefs of grammar between high school English teachers and students in China. *English Language Teaching*, 9(8), 1–10.
- Doolittle, P. (n.d.) *Constructivism and online education*. <http://www.trainingshare.com/resources/doo2.htm>
- Duke, N. K., & Pearson, P. (2002). Effective practices for developing reading comprehension. In A. E. Farstrup & J. Samuels (Eds.), *What research has to say about reading instruction* (3rd ed., pp. 205–242). International Reading Association, Inc.
- El-Okda, M. (2005). EFL student teachers' cognition about reading instruction. *The Reading Matrix*, 5(2), 43–60.
- Fang, Z. (1996). A review of research on teacher beliefs and practices. *Educational Research*, 38(1), 47–64.

- Farell, T. (2016). The teacher is a facilitator: Reflecting on ESL teacher beliefs through metaphor analysis. *Iranian Journal of Language Teaching Research*, 4(1), 1–10.
- Farrell, T. S., & Ives, J. (2015). Exploring teacher beliefs and classroom practices through reflective practice: A case study. *Language Teaching Research*, 19(5), 594–610.
- Fives, H., & Buehl, M. (2008). What do teachers believe? Developing a framework for examining beliefs about teachers' knowledge and ability. *Contemporary Educational Psychology*, 33(2), 134–176.
- Gao, Y. (2018). *An exploratory sequential study of Chinese EFL teachers' beliefs and practices in reading and teaching reading*. Doctoral dissertation, Kent State University.
- Gelfuso, A. (2018). "But I Don't want to tell them the answer": Preservice teachers' (mis) understandings about literacy instruction. *Teaching and Teacher Education*, 74, 10–20.
- Golden, F., Guthery, S., & Thompson, J. (2018). Improving practice of pre-service teachers through inquiry. In L. A. Sharp, E. Hendrix, & L. M. Juarez (Eds.), *Texas association for literacy education yearbook (Volume 5): Connections in the community: Fostering partnerships through literacy* (pp. 84–89). Canyon: Texas Association for Literacy Education.
- Gove, M. K. (1983). Clarifying teachers' beliefs about reading. *The Reading Teacher*, 37(3), 261–268.
- Graesser, A. C., Person, N. K., & Huber, J. D. (1992). Mechanisms that generate questions. In T. Lauer, T. Peakcock, & A. Graesser (Eds.), *Questions and information systems* (pp. 167–188). Hillsdale, NJ: Erlbaum.
- Grant, K. Reading and the 21st century student. (2012). September-October. <https://ttac.gmu.edu/telegram/archives/sept-2012/article-3>
- Hall, L. (2005). Teachers and content area reading: Attitudes, beliefs, and change. *Teaching and Teacher Education*, 21(4), 403–414.
- Haney, J. J., & McArthur, J. (2002). Four case studies of prospective science teachers' beliefs concerning constructivist teaching practices. *Science Education*, 86(6), 783–802.
- Haukås, A. (2016). Teachers' beliefs about multilingualism and multilingual pedagogical approach. *International Journal of Multilingualism*, 13(1), 1–18.
- Hutchings, P. (2000). Introduction: Approaching the scholarship of teaching and learning. In P. Hutchings (Ed.), *Opening lines: Approaches to the scholarship of teaching and learning* (pp. 1–10). Menlo Park, CA: The Carnegie Foundation for the Advancement of Teaching.
- International Literacy Association. (2020). *What's hot in literacy*. https://www.literacyworldwide.org/docs/default-source/resource-documents/whatsshotreport_2020_final.pdf
- Jang, B. G., & Ryoo, J. H. (2019). Multiple dimensions of adolescents' reading attitudes and their relationship with reading comprehension. *Reading and Writing*, 32(7), 1769–1793.
- Johnson, K. (1994). The Emerging beliefs and instructional practices of preservice English as a second language teachers. *Teaching & Teacher Education*, 10(4), 439–452.
- Kagan, D. M. (1992). Implication of research on teacher belief. *Educational Psychologist*, 27(1), 65–90.
- Kawalkar, A., & Vijapurkar, J. (2013). Scaffolding Science Talk: The role of teachers' questions in the inquiry classroom. *International Journal of Science Education*, 35(12), 2004–2027.
- Kaymakamoğlu, S. E. (2018). Teachers' beliefs, perceived practice, and actual classroom practice in relation to traditional (teacher-centered) and constructivist (learner-centered) teaching (Note 1). *Journal of Education and Learning*, 7(1), 29–37.
- Kendeou, P., Muis, K. R., & Fulton, S. (2011). Reader and text factors in reading comprehension processes. *Journal of Research in Reading*, 34(4), 365–383.
- Kim, K. (2005). *Teacher beliefs and practices survey: Operationalizing the 1997 NAEYC guidelines*. Master's dissertation. Dissertation Abstract International.
- Kim, Y. S., Petscher, Y., & Foorman, B. (2015). The unique relation of silent reading fluency to end-of-year reading comprehension: Understanding individual differences at the student, classroom, school, and district levels. *Reading and Writing*, 28(1), 131–150.
- Kuzborska, I. (2011). Links between teachers' beliefs and practices and research on reading. *Reading in a Foreign Language*, 23(1), 102–128.

- Molinari, L., & Mameli, C. (2010). Classroom dialogic discourse: An observational study. *Procedia-Social and Behavioral Sciences*, 2(2), 3857–3860.
- Oxford, R. L., Tomlinson, S., Barcelos, A., Harrington, C., Lavine, R. Z., Saleh, A., & Longhini, A. (1998). Clashing metaphors about classroom teachers: Toward a systematic typology for the language teaching field. *System*, 26(1), 3–50. [10.1016/S0346-251X\(97\)00071-7](https://doi.org/10.1016/S0346-251X(97)00071-7)
- Pajares, M. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational Research*, 62(3), 307–332.
- Pardede, P. (2008, June). *A review on reading theories and its implication to the teaching of reading*. 1–14. https://www.researchgate.net/publication/321228081_A_Review_on_Reading_Theories_and_its_Implication_to_the_Teaching_of_Reading
- Philipp, R. A. (2007). Mathematics teachers' beliefs and affect. In F. K. Lester (Ed.), *Second handbook of research on mathematics teaching and learning* (pp. 257–315). Charlotte, North Carolina: National Council of Teachers of Mathematics.
- Poulou, M. S. (2017). Social and emotional learning and teacher–student relationships: Preschool teachers' and students' perceptions. *Early Childhood Education Journal*, 45(3), 427–435.
- RAND Reading Study Group. (2002). *Reading for understanding, toward an R&D program in reading comprehension*. Santa Monica, CA: RAND.
- Richards, J., Gipe, J., & Thompson, B. (2006). Teachers' beliefs about good reading instruction. *Reading Psychology*, 8(1), 1–6.
- Richardson, V., Anders, P., Tidwell, D., & Lloyd, C. (1991). The relationship between teachers' beliefs and practices in reading comprehension instruction. *American Educational Research Journal*, 28(3), 559–586.
- Risko, V. J., Roller, C. M., Cummins, C., Bean, R. M., Block, C. C., Anders, P. L., & Flood, J. (2008). A critical analysis of research on reading teacher education. *Reading Research Quarterly*, 43(3), 252–288.
- Rokeach, M. (1968). A Theory of Organization and Change Within Value-Attitude Systems. *The Journal of Social Issues*, 24(1), 13–33. [10.1111/j.1540-4560.1968.tb01466.x](https://doi.org/10.1111/j.1540-4560.1968.tb01466.x)
- Ruddell, R.B. & Unrau, N.J. (1994). Reading as a meaning-construction process: The reader, the text, and the teacher. In R.B. Ruddell & H. Singer (Eds.), *Theoretical models and processes of reading* (pp.996-1056). International Reading Association.
- Rupley, W. H., Blair, T. R., & Nichols, W. D. (2009). Effective reading instruction for struggling readers: The role of direct/explicit teaching. *Reading & Writing Quarterly*, 25 (2–3), 125–138.
- Sato, K., & Kleinsasser, R. (2004). Beliefs, practices, and interactions of teachers in a Japanese high school English department. *Teaching and Teacher Education*, 20(8), 797–816.
- Schepens, A., Aelterman, A., & Van Keer, H. (2007). Studying learning processes of student teachers with stimulated recall interviews through changes in interactive cognitions. *Teaching and Teacher Education*, 23(4), 457–472.
- Schulz, R. (2001). Cultural differences in student and teacher perceptions concerning the role of grammar instruction and corrective feedback: USA-Colombia. *The Modern Language Journal*, 85(2), 244–258.
- Sheorey, R., & Mokhtari, K. (2001). Differences in the cognitive awareness of reading strategies among native and non-native readers. *System*, 29(4), 431–449.
- Short, K., & Burke, C. (1996). Examining our beliefs and practices through inquiry. *Language Arts*, 73, 97–104.
- Snow, C.E. (2010). Reading comprehension: Reading for learning. In P. Peterson, R. Tierney, E. Baker, & B. McGaw (Eds.), *International encyclopedia of education* (Vol. 5,pp.413-418). Elsevier
- Snow-Gerono, J. L. (2005). Professional development in a culture of inquiry: PDS teachers identify the benefits of professional learning communities. *Teaching and Teacher Education*, 21(3), 241–256.
- Spencer, J. (2017, November 11). *How to help students ask better questions by creating a culture of inquiry*. <http://www.spencerauthor.com/ask-better-questions/>

- Strauss, A., & Corbin, J. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (2nd ed.). Thousand Oaks, CA, US: Sage Publications, Inc.
- Tan, D. N., & Mante-Estacio, M. J. (2021). Reader-text connection: Reporting the engagement of high school students with culturally-relevant texts. *TEFLIN Journal*, 32(2), 342–361.
- Thompson, A. G. (1992). Teachers' beliefs and conceptions: A synthesis of the research. In D. A. Grouws (Ed.), *Handbook of research on mathematics teaching and learning* (pp. 127–146). New York: Macmillan.
- Tobar-Muñoz, H., Baldiris, S., & Fabregat, R. (2017). Augmented reality game-based learning: Enriching students' experience during reading comprehension activities. *Journal of Educational Computing Research*, 55(7), 901–936.
- Tofade, T. (2013). Best practice strategies for effective use of questions as a teaching tool. *American Journal of Pharmaceutical Education*, 77(7), 1–9.
- Torff, B. (2005). Developmental changes in teachers' beliefs about critical-thinking activities. *Journal of Educational Psychology*, 97(1), 13–22.
- Valdez, P. N., Navera, J. A., & Esteron, J. J. (2018). What is reflective teaching? Lessons learned from ELT teachers in the Philippines. *Asia-Pacific Education Researcher*, 27(2), 91–98.
- Viet, N. (2014). Forms or meaning? Teachers' beliefs and practices regarding task-based language teaching: A Vietnamese case study. *The Journal of Asia TEFL*, 11(1), 1–36.
- Wigfield, A., Gladstone, J. R., & Turci, L. (2016). Beyond cognition: Reading motivation and reading comprehension. *Child Development Perspectives*, 10(3), 190–195.
- Wilson, E. K., Konopak, B. C., & Readence, J. E. (1991). Examining content area reading beliefs, decisions, and instruction: A case study of an English teacher. In C. K. Kinzer & D. J. Leu (Eds.), *Literacy research, theory, and practice: Views from many perspectives* (pp. 475–482). Chicago: National Reading Conference.
- Yook, C. M. (2010). *Korean teachers' beliefs about english language education and their impacts upon the ministry of education-initiated reforms*. Dissertation, Georgia State University.
- Yu-Chen, C. (2008). Exploring the reflection of teachers' beliefs about reading theories and strategies on their classroom practices. *Feng Chia Journal of Humanities and Social Sciences*, 16, 183–216.