

UNIVERSITI TEKNOLOGI MARA

**TEACHERS' BELIEFS AND PRACTICES IN
ENGLISH AS A SECOND LANGUAGE READING**

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for the degree of
Masters of Education**

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Abstract

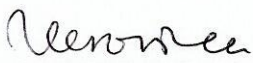
Teachers play a major role in the provision of high quality education. Hence, how teachers at all levels of education approach their work and the fundamental principles behind their teaching practices are of utmost interest of the parties concerned in the recent years(Richards & Rodgers, 1986). This study investigated secondary school teachers' beliefs and their reported practices in English as a second language reading. Focusing on three different views about reading, investigation of teachers' beliefs and practices in this study were carried out through survey questionnaire. Despite the fact that the teachers approved the idea that advocates transaction approach to reading, their classroom practices suggested that they preferred approaches that promote transmission and interactive orientations to reading. The emphasis placed on skills-based and teacher-directed orientations to teaching could be influenced by the need to take on practices that fit and relevant to the needs of their learners and the contexts they are in. Another valuable insight provided in the findings of the study is the sources that influence the teachers' orientations to reading. Highlighting on the significance of their teaching experience, the teachers conveyed the influence of their practical knowledge in guiding their classroom practices. The findings of the study implied the need to encourage teachers to explore and reflect on their own implicit models of learning and practices in teaching so as to improve the quality of teaching they provide to their students.

Candidate's Declaration

I declare that the work in this thesis was carried out in accordance with the regulations of University Technology MARA. It is original and is the result of my own work, unless otherwise indicated or acknowledged as reference work. This topic has not been submitted to any other academic institution or non-academic institution for any other degree or qualification.

In the event that my thesis is found to violate the conditions mentioned above, I voluntarily waive the right of conferment of my degree and agree be subjected to the disciplinary rules and regulations of University Teknologi MARA.

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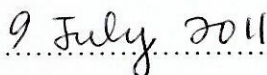
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CHAPTER I

INTRODUCTION

1.0 Introduction

The emerging concerns on the quality of education have highlighted the fundamental roles that teachers play in the renewal of education. As key contributors to learning, teachers' efficiency and ability to provide high quality education through their ideas, approaches and practices, are constantly brought to light. The quest for effective teaching behaviour, however, does not end with the attainment of a substantial knowledge of subject matter. Rather, it requires an understanding of teachers, their thought processes and instructional practice. Hence, the search for how teachers approach their work should begin with an understanding of what teachers think, know and believe (Borg, 2006).

Apart from the methods and the materials used, recent development in teacher education and development research has suggested the significance of teachers in improving teaching (Freeman, 1991; Richards & Lockhart, 1996; Smith, 1996). Consistent with this development, Calderhead (1996) points out that teachers come to the classroom with personal beliefs; about whom they are as teachers, their abilities to teach, what will work and what their students should know, which accordingly could either improve or impede teaching.