VOL 8(2), 33-58
Copyright © Madda Walabu University
ISSN: 2523-1901 (Online)
URL: http://jessd.mwu.edu.et/
Email: JESSDeditorials@mwu.edu.et

Journal of Equity in Sciences & Sustainable Development

DOI: https: //doi.org/10.20372/mwu.jessd.2025.1576

**Full Length Research Paper**

# English Teachers' Perceptions, Reading Approach Choices, and their Actual Classroom Practices of Reading Instruction in Selected Primary Schools in Ethiopia

Abdusemed Mohammed Hussen[1], Jeylan Wolyie Hussen[2], Abera Admasu[2] and Alemayehu Getachew Tsegaye[2]
[1]College of Social Sciences and Humanities, Madda Walabu University, Bale Robe, Ethiopia.
E-mail: abdusemedm0@gmail.com, Bale Robe, Ethiopia.
[2] Professor of Cultural and Social Analysis at the College of Social Sciences and Humanities, Haramaya University,
[2]Assis. Professor of Applied Linguistics at the College of Social Sciences and Humanities, Haramaya University
[2]Assis. Professor of TEFL at College of Social Sciences and Humanities, Haramaya University.

**Article Info**

*Article History*
*Received: 11 Nov 2024*
*Accepted: 10 Jun 2025*

Keywords:
CALLA Framework, Instructional Practices, Reading Strategies, Teachers' Qualifications, Teachers' beliefs

**Abstract**

*Effective reading instruction is vital for English language learners, especially in multilingual settings like Ethiopia, where English is a core subject in primary education. However, limited research exists on how teachers' beliefs, qualifications, and classroom practices align with evidence-based frameworks. This study addresses this gap by examining English language teachers' beliefs, subject qualifications, and use of reading strategies within the CALLA model. A mixed-methods design was employed with 255 teachers participating. Data were collected through surveys, interviews, classroom observations, and document analysis. Quantitative data were analyzed using descriptive statistics, one-way ANOVA, Pearson correlations, and post hoc tests, while qualitative data were examined thematically. Results showed that teachers placed the highest value on social/affective strategies during both pre-reading (M = 4.05) and during-reading (M = 4.05) stages. Cognitive strategies were most emphasized post-reading (M = 3.61). However, overall classroom implementation was moderate (M = 3.17 to 3.35), with metacognitive strategies during practice being the least applied (M = 2.84). ANOVA results showed a significant difference in strategy use based on subject qualifications (F(2, 252) = 3.494, p = .032), with post hoc tests showing that English-qualified teachers employed reading strategies more frequently than those qualified in Afaan Oromoo (mean difference = -0.206, p = .032). Correlation analysis revealed moderate, significant links between teachers' beliefs and their practices (r = .393, p < .01), and between beliefs about importance and choice (r = .631, p < .01). Findings underscore the need for targeted professional development and structural support to bridge the gap between belief and practice in reading instruction.*



* *Corresponding email: abdusemedm0@gmail.com*

## 1. Introduction

In Ethiopian primary schools, English teachers play a crucial role in teaching reading skills, which are foundational for academic success, particularly in English as a Foreign Language (EFL) education. Effective reading instruction is

key to developing literacy and critical thinking skills in students, as emphasized by (Aguye & Berlie, 2024). According to Asalifew, et al. (2024) strategic reading instruction had a significant positive impact on students' comprehension and critical thinking, revealing the prominent use of cognitive and metacognitive strategies such as targeted searching and deducing word meanings which deepened understanding and reasoning.

Despite notable progress in broadening access to education, Ethiopia continues to face a profound challenge in improving learning outcomes. Tiruneh et al. (2021) note that while the expansion of education has enhanced access for disadvantaged children and significantly increased girls' enrollment, it has simultaneously placed considerable strain on the system's capacity to deliver quality education and provide sufficient resources. As a result of this overstretched education system and lack of well-trained teachers, a vast number of students complete primary education without mastering basic literacy and numeracy skills (Hood, 2023).

The depth of this learning crisis is underscored by alarming statistics. According to UNICEF (2023), nearly 90% of 10-year-olds in Ethiopia are unable to read and comprehend a simple text, signaling a critical breakdown in foundational learning. Further emphasizing the severity of the issue, data from Education Cannot Wait (2022) reveal that the percentage of second-grade students who can read declined sharply from 25% in 2018 to a mere 13% in 2021. Additionally, findings from UNICEF (2020) indicate that early grade students in Ethiopia continue to score far below expected literacy benchmarks, with large numbers failing to meet minimum reading proficiency levels by the end of Grade 3.

Research further underscores the importance of early reading proficiency, as students who struggle with reading in the early grades are at risk of facing long-term academic disadvantages. A recent study by Shanahan et al. (2020) highlights that early reading difficulties persist into later grades and are associated with continued academic struggles, reinforcing the critical role of early literacy intervention. In Ethiopia, this issue is compounded by diverse student needs and varying English proficiency levels, creating significant challenges for EFL teachers in addressing literacy gaps effectively.

A recent report by Federal Ministry of Education (2021) further emphasizes the challenge, revealing that a substantial proportion of students across the country, particularly in rural areas, are unable to meet basic reading expectations. The 2020 International Literacy Survey (PIRLS) also suggests that Ethiopian students lag behind international standards in reading proficiency, underscoring the need for systemic improvements in literacy instruction. These findings highlight the urgent need for enhanced reading instruction practices that can effectively address literacy gaps and help students meet foundational literacy goals.

The Ministry of Education's 2024 Education Sector Development Programme (ESDP VI) highlights the importance of improving reading outcomes in early grades. The programme emphasizes the need for targeted interventions to enhance reading instruction and teacher preparedness, aiming to address the persistent challenges in literacy development (Young Lives, 2025).

An essential but often overlooked factor in improving reading instruction is teachers' beliefs about teaching. Teacher beliefs significantly shape instructional practices, influencing the

strategies teachers select and, ultimately, student outcomes (Bandura, 1997). Understanding these beliefs is crucial, as they directly impact educational approaches and decision-making (Pajares, 1992; Tickle, 2000). In the Ethiopian context, research by Mengistu et al. (2023) reveals a significant disconnect between teachers' theoretical beliefs and their classroom practices, indicating that even when teachers possess knowledge of effective instructional strategies, they frequently struggle to apply them consistently in practice.

Additionally, studies show that despite teachers possessing knowledge of early reading strategies, their practical application remains limited (Bilew, 2016; Yisihak & Damtew, 2024). These findings align with broader research indicating that teachers' pre-existing beliefs may not align with contemporary pedagogical theories, such as constructivist or communicative approaches, which can hinder the adoption of effective reading instruction strategies (Chali, 2020). This gap in teachers' beliefs and classroom practices warrants further investigation, as it plays a critical role in shaping students' reading outcomes.

Teachers' educational qualifications and linguistic backgrounds significantly influence their strategies to reading instruction. Those trained in English often employ strategies distinct from peers qualified in local languages like Afaan Oromoo or Amharic. Studies by Desta (2020), Kassaye et al. (2021), and Mlakar (2020) affirm that a teacher's linguistic background shapes classroom language use and strategy implementation, an especially relevant factor in Ethiopia's multilingual context.

Meanwhile, Bratsch-Hines et al. (2017) found that while formal education does not always predict specific reading strategies, teacher experience and reading knowledge are closely tied to the use of meaning-based instruction and the ability to support struggling readers. Despite these findings, most research focuses on secondary and tertiary education, leaving a notable gap in understanding the instructional beliefs and practices of primary school English teachers.

There is a significant lack of empirical research on how primary school teachers' beliefs, particularly regarding metacognitive, cognitive, and social/affective reading strategies, influence their reading instructional practices. Even fewer studies have examined how these beliefs intersect with teachers' formal subject qualifications, especially within the Ethiopian EFL context. For example, G/Hiwot and G/Michael (2025) reported a moderate correlation between the use of metacognitive strategies, specifically problem-solving and global strategies, and reading proficiency among ninth-grade students. This finding highlights a critical research gap: the need to understand how teachers' beliefs, academic qualifications, and actual classroom practices align at the foundational education level. Addressing this gap is essential for improving teacher preparation and enhancing early reading outcomes in Ethiopia's linguistically diverse classrooms.

The current study uniquely addresses these gaps in the literature by investigating English teachers' beliefs regarding reading instructional strategies and how these beliefs align with their actual implementation of reading instruction in primary schools in the Bale Zone, East Bale Zone, and Robe Administrative Town. Specifically, it examines how teachers' beliefs about the importance of various instructional strategies

(metacognitive, cognitive, and social/affective) shape their classroom practices, and how their educational qualifications (English, Afaan Oromoo, and Amharic) influence their application of reading strategies.

By focusing on primary school teachers and exploring the relationship between their beliefs and practices in the context of reading instruction, this study provides valuable insights into how teachers' theoretical understanding and practical application of reading strategies can be better aligned to improve literacy outcomes for Ethiopian students. The study is guided by the following research questions:

1. What are English teachers' beliefs about the importance of various instructional strategies (metacognitive, cognitive, and social/affective) for teaching reading?
2. How do teachers actually employ reading instructional strategies in classrooms, as informed by the Cognitive Academic Language Learning Approach (CALLA)?
3. How do teachers' subject qualifications (English, Afaan Oromoo, and Amharic) impact their implementation of reading strategies?

## 2. Review of Related Literature

### 2.1 Concept of Teaching and Learning Reading Instructional Strategies

Teaching reading strategies involves diverse methods aimed at improving students' phonological awareness, vocabulary, fluency, and comprehension. These strategies are intentional actions that support learners in processing texts and constructing meaning (Josephine, 2015; Singhal, 2001). According to Oxford (1990), learning strategies also foster greater autonomy and enjoyment in learning. Effectively implementing these strategies enhances students' cognitive control, organization, and memory, ultimately strengthening reading comprehension.

Several researchers emphasize the importance of teaching reading strategies to help students overcome reading difficulties. For instance, Clarance & Graham (2017) and Clark (2015) stress that teachers must understand and apply appropriate reading strategies to facilitate effective reading instruction. Suarez et al. (2018) noted that poor readers often fail to recognize or employ strategies effectively, highlighting the need for teachers to explicitly teach when, why, and how to use these strategies. Pressley (2001) and Oxford (1990) further suggest that teaching reading strategies can enhance self-confidence and communicative competence, making students more proficient in reading.

Pressley (1990) offers a six-step framework for teaching reading strategies: explaining the strategy, modeling its use, guiding practice with feedback, promoting transfer, encouraging self-regulation, and providing ongoing support. These strategies aim to foster students' independence in learning, enabling them to become more strategic readers.

### 2.2 Classification of Reading Instructional Strategies

Reading strategies are classified in various ways based on educational frameworks and research. Duffy (2009) categorizes strategies into three stages: before, during, and after reading strategies. Barnett (1988) differentiates between text-level and word-level strategies. Text-level strategies include activating prior knowledge and reading for general or specific information, while word-level strategies involve recognizing meanings through context, grammar, and word families. Singhal (2001) and Oxford (1990)

propose a classification of strategies that includes cognitive, memory, compensation, metacognitive, affective, and social strategies. These strategies aid students in interacting with the text, enhancing their ability to retain information and solve comprehension problems. Pressley and Afflerbach (1995) classify reading strategies based on cognitive processes, including planning, monitoring, and evaluating strategies.

Paris, Wasik, and Turner's (1991) model further categorizes strategies into general strategies, task-specific strategies, and self-regulation strategies, while Koda's (2005) framework for L2 reading focuses on bottom-up, top-down, and interactive strategies. Mokhtari and Sheorey's (2002) Survey of Reading Strategies (SORS) is another tool for assessing metacognitive awareness, divided into global reading, problem-solving, and support strategies. Almasi's (2003) model emphasizes explicit instruction, scaffolding, and reflective practice. It involves teacher modeling, guided practice, and independent practice, while Chamot and O'Malley's CALLA (1994) model integrates language development and strategy instruction, focusing on preparation, presentation, practice, evaluation, and expansion. Thus, an understanding of the diverse classifications of reading instructional strategies highlights the need for a comprehensive, flexible approach to teaching that incorporates cognitive, metacognitive, social, and contextual elements across all reading stages.

### 2.3 Synthesis of an Effective Reading Strategy Instruction Model

Synthesizing various theories and practices can lead to the creation of a comprehensive model for teaching reading strategies. Effective reading instruction involves identifying key strategies, integrating theoretical frameworks, and considering student differences. This approach should be adaptable to different student needs and contexts. Three main instructional models Pressley's (1990) outline, Almasi's (2003) model, and Chamot and O'Malley's CALLA (1994) are frequently cited for their strengths in teaching reading.

Pressley's framework emphasizes cognitive psychology principles, focusing on explicit instruction, self-regulation, and independent application of reading strategies. Almasi's model highlights social interaction, guided discussion, and formative assessment, reflecting a constructivist approach. The CALLA model integrates language learning and content instruction, particularly for English language learners, emphasizing the development of academic language skills alongside content knowledge.

The CALLA model's reading stages-Preparation, Presentation, Practice, Evaluation, and Expansion promote the use of metacognitive, cognitive, and social/affective strategies. It encourages scaffolding, collaborative learning, and reflective practices, which are particularly beneficial in diverse classrooms. This model also ensures that students become independent learners by gradually transferring responsibility from the teacher to the student. Therefore, this study seeks to investigate whether Grade 3, 4 and 5 English teachers actively incorporate such strategy-based reading instruction, how they guide teachers and students in identifying effective strategies, and whether they support learners in internalizing these strategies as part of their broader literacy skillset as informed by the CALLA model.

### 2.4 Theoretical Framework of the Study

This study adopted a theoretical framework that focuses on metacognitive, cognitive, and social/ affective strategies in reading instruction, based on recent literature. Metacognitive strategies involve goal-setting, planning, and evaluating comprehension (Baker & Brown, 1984), while cognitive strategies include summarizing, questioning, and visualizing (Alderson, 2022). Social/affective strategies focus on collaborative learning and emotional support (Hattie et al., 2018).

Flavell's (1979) concept of metacognition being aware of one's cognitive processes-forms the foundation for understanding how these strategies can be integrated into all stages of reading. Cognitive strategies, as defined by Gildore, et al. (2025), directly engage with the text and help students retain information. Social/affective strategies enhance classroom engagement and foster motivation (Nasab and motlagh, 2015), crucial for promoting student achievement.

The CALLA model is particularly relevant for English language learners (ELLs), as it combines language acquisition with content-area learning. It provides explicit instruction on reading strategies, scaffolded learning, and encourages reflective practices. Chamot and O'Malley's CALLA model serves as the backbone for this study's framework, integrating metacognitive, cognitive, and social/affective strategies into reading instruction.

### 2.5 Overview of English Teachers' Beliefs about Reading Instructional Strategies

Teachers' beliefs play a significant role in shaping their instructional practices and student outcomes. Studies have shown that teachers' beliefs about metacognitive, cognitive, and social/affective strategies influence their choice and application of these strategies in the classroom (Nasab and motlagh, 2015). Green and Hunsader (2020) found that teachers who valued metacognitive strategies tended to apply them more effectively in their teaching.

In Ethiopia, teachers' beliefs are especially important due to the country's multilingual context and varying educational backgrounds. Research by Abebe (2020) found that many Ethiopian English teachers misunderstand the impact of cognitive and metacognitive strategies on reading comprehension, which suggests a need for targeted teacher training. This study aims to fill the gap in understanding how Ethiopian teachers' beliefs shape their reading instruction, particularly regarding the use of instructional strategies.

This study's framework is grounded in the belief that understanding teachers' beliefs about reading strategies particularly in the context of teaching English as a foreign language (EFL) can enhance both teacher development and student learning outcomes. Research in Ethiopia has consistently highlighted the critical role of teachers' beliefs in shaping their instructional practices. For instance, Yirga (2011) found that while Ethiopian teachers hold positive beliefs about cognitive, metacognitive, and social/affective reading strategies, these beliefs often do not align with their classroom practices due to factors such as limited time and resources.

Moreover, Enyew and Melesse (2018) reported that college English instructors in the Amhara region held strong beliefs about reading strategies, yet their classroom practices did not consistently reflect these beliefs. These findings underscore the importance of investigating teachers' beliefs on the significance, choice and application of various instructional strategies.

## 3. Materials and Methods

### 3.1. Research Design and Approaches

This study employed a multiphase mixed methods design, integrating both quantitative and qualitative approaches to examine English teachers' beliefs about the importance of various reading strategies and actual implementation of these strategies, particularly the differences in beliefs based on their qualifications. It also explored the relationships and gaps between teachers' beliefs and practices of reading instructional strategies.

In the sequential explanatory design, the study begins with quantitative data collection, followed by qualitative data to help interpret or explain the quantitative results. Simultaneously, concurrent procedures allow for the analysis of both types of data at the same time to provide a more comprehensive understanding of the research problem.

The quantitative phase focused on gathering descriptive data on teachers' beliefs while the qualitative phase explores how these beliefs align with instructional strategies choices and actual classroom practices. The two approaches complement each other to provide a holistic view of the relationship between teachers' perceptions of reading instructional strategies and their instructional behaviors, particularly in different subject qualifications (English vs. local languages).

Hence, by combining both approaches, the study addressed not only *what* teachers believed but also *how* and *why* those beliefs translated or failed to translate into practice. This triangulation of data strengthened the validity of the findings and illustrated how context, subject qualification, and linguistic backgrounds factors shape instructional behavior. Ultimately, the mixed-methods design enhanced the richness and applicability of the findings, producing nuanced evidence to inform teacher education programs and educational policy reforms aimed at bridging the gap between teacher cognition and practice in linguistically diverse Ethiopian classrooms.

### 3.2. Target Population, Sampling Techniques, and Sample Size

The study focused on 919 English language teachers from 819 government primary schools across Bale Zone, East Bale Zone, and Robe Administrative Town in Ethiopia, who are responsible for teaching reading skills. A combination of purposive, stratified, and systematic random sampling techniques were employed to ensure a representative sample across diverse geographical settings: urban, pastoral, and highland areas. Purposive sampling was used to select zones and towns, while stratified sampling grouped schools by locality to reflect educational context differences. Systematic random sampling then ensured fair teacher selection within each stratum.

Sample size determination followed statistical procedures and incorporated formulas for selecting woredas, schools and teachers, along with adjustments for potential non-responses. The school population across Bale and East Bale Zones comprised 9 highland woredas (410 schools), 9 pastoral woredas (386 schools), and 7 administrative town schools, resulting in a total of 803 schools.

Guided by Cohen et al. (2018) and Gay, Mills, and Airasian (2012), who recommend a minimum 30% sample of the target population, the study selected 30% of schools. Accordingly, three highland woredas (Goba, Barbare, and Gindhir), three pastoral woredas (Dello Mena,

Sewena, and Dawe Kachen), and Gindhir administrative town were included. All 16 schools in Robe Administrative Town were purposively sampled due to their small number.

Next, the sample size for schools was determined using a proportional sampling formula. The formula for proportional sampling is:

$$n1 = \left(\frac{N1}{N}\right) \text{x n}$$

Where **N1** represents the number of schools in a specific stratum (such as highland woredas or pastoral woredas), **N** is the total population of schools, and $n1$ is the total sample size needed. For this study, the desired sample size is 217 schools, which is adjusted for a non-response rate of 85%, resulting in an adjusted sample size of 256 schools.

To allocate the sample proportionally across the different strata, the following calculations are performed based on the proportion of schools in each category:

- For Highland woredas, the proportion is $\frac{158}{291}$and the sample size is 256×0.54= 139 schools.
- For Pastoral woredas, the proportion is $\frac{126}{291}$and the sample size is 256×0.43 = 111 schools.
- For Administrative towns, the proportion is $\frac{7}{291}$ and the sample size is 256×0.02= 6 schools.

Thus, the total number of schools selected will be 139 from Highland woredas, 111 from Pastoral woredas, and 5 from Administrative town. For Robe Administrative Town, all 16 schools are included using purposive sampling.

The sample size for participants (teachers) was determined based on statistical principles to ensure representativeness and reliability. Using the formula for sample size in a finite population:

n = $\frac{N}{1+N\,(e2)}$ where ***n*** is the sample size, ***N*** is the total population size (919 teachers), and ***e*** is the margin of error (0.05 for a 95% confidence level), the calculated sample size for the quantitative phase of the study was approximately 279 teachers. However, the study selected 255 teachers (205 from Bale and East Bale Zones, and 50 from Robe Administrative Town), which is close to this calculated value, suggesting a reasonable level of precision in the sample size.

The selection of 15 teachers for the qualitative study aligns with established guidelines suggesting that sample sizes between 10 and 30 participants are sufficient for in-depth analysis and thematic saturation (Guest et al., 2006; Creswell, 2013), ensuring manageable data collection and rich insight into participants' experiences. This allowed for detailed interviews, classroom observations, and document analysis.

### 3.3. Data Collection Instruments

The study employed a range of data collection instruments to gather both quantitative and qualitative data. A structured questionnaire with 43 close-ended items designed on a five-point Likert scale (strongly agree to strongly disagree, extremely important to not important at all and always employ reading strategies to never employ these strategies) is used to assess teachers' beliefs about the importance of reading instructional strategies and actual employment in reading classrooms. This questionnaire also includes commentary sections to allow teachers to elaborate on their responses.

Semi-structured interviews were used in the qualitative phase to gather in-depth insights into teachers' beliefs and how these beliefs translate into classroom practices. Interview items target pre-reading, during-reading, and post-reading strategies, as well as challenges and opportunities in implementing cognitive, metacognitive, and social/affective strategies.

In classroom observations, a structured observation checklist was used to document the actual use of instructional strategies during lessons. The checklist includes indicators for metacognitive, cognitive, and social/affective strategies in each reading phase (pre-, during-, and post-reading). Pre- and post-observation interviews served to cross-check and clarify findings from the classroom observations, providing a deeper understanding of the alignment between teachers' beliefs and practices.

During document analysis**,** teachers' lesson plans, student work samples, textbooks, syllabi, and national education policies were analyzed to evaluate how the stated instructional strategies are planned and implemented in classroom settings. Document analysis played a crucial role in triangulating data from interviews and classroom observations, enhancing the credibility and depth of the findings by verifying whether teachers' reported beliefs aligned with actual instructional materials and practices.

### 3.4. Data Quality Checking - Validity and Reliability Checking

The study developed and validated a survey to investigate English teachers' beliefs, qualifications, and use of reading strategies in Ethiopian primary schools, focusing on the relationship between beliefs and actual classroom practices. Researchers defined key constructs around instructional strategies and conducted a literature review covering reading strategy classifications, instructional stages, and the CALLA model.

Survey items included both Likert-scale and open-ended questions to gather comprehensive data on teachers' perceptions. The survey specifically explored how beliefs about metacognitive, cognitive, and social/affective strategies shaped by the CALLA model and subject qualifications influence the implementation of reading instructional strategies, revealing important gaps and consistencies between pedagogical theory and teaching practice.

To ensure the credibility and trustworthiness of the research findings, diverse strategies for validating both quantitative and qualitative data were implemented. First, the content validity of the study was ensured by developing survey and interview items based on established literature on reading instruction strategies (Creswell, 2013). The instruments were reviewed by a panel of experts in educational research to ensure that they adequately cover the research constructs.

Experts in the field, including EFL educators and educational psychologists, reviewed the survey to ensure clarity, relevance, and alignment with the theoretical framework. Besides, construct validity was confirmed through pilot testing of the questionnaire with a small sample of teachers (not included in the final study) to assess whether the items measure the intended constructs (metacognitive, cognitive, and social/affective strategies).

For the quantitative phase, the survey instruments underwent a rigorous process of reliability testing, where Cronbach's alpha was used to establish internal consistency among the survey items and to ensure that the items in each

construct (metacognitive, cognitive, social/affective strategies) consistently measure the same concept. A threshold of .70 or above was established as acceptable, ensuring the instrument's reliability (Tavakol & Dennick, 2011; Field, 2013; George & Mallery, 2010). Accordingly, the Cronbach's alpha test results of survey items designed to collect data for teachers' beliefs about the importance of reading instructional strategies is .86, and teachers' actual employment of these strategies is .87, indicating good internal consistency.

To measure the stability of responses over time, a test-retest reliability assessment conducted over a two-week interval showed a correlation coefficient of 0.76, suggesting the instrument's temporal stability. To achieve Inter-Rater Reliability for classroom observations, multiple observers were trained to ensure consistency in how the instructional strategies are observed and recorded. A Cohen's Kappa statistic was calculated to assess the level of agreement between observers. For example, two independent raters coded the classroom practices with a Cohen's Kappa of 0.85, reflecting high inter-rater reliability. The survey and interview protocols were pilot-tested on a small sample of teachers to assess their reliability and refine any problematic questions before final data collection.

For the qualitative phase, member checking was conducted, where participants were invited to review and provide feedback on the findings from interviews and observations to confirm accuracy and resonance with their experiences. Rich, Thick Description was also used where detailed accounts of teachers' instructional practices and beliefs are provided to allow for transferability to other contexts.

Furthermore, triangulation of data were utilized, comparing results from surveys, interviews, and observations to cross-validate the findings and enhance the study's internal validity. This multi-source approach enabled the researcher to cross-verify information, thereby increasing the integrity of the conclusions drawn from the data analysis.

### 3.5. Data Analysis Methods

Data analysis in this study employed both descriptive and inferential statistical techniques. Quantitative data from the survey, coded on a five-point Likert scale, were analyzed using SPSS version 22.0. Descriptive statistics provided a snapshot of teachers' beliefs, while one-way ANOVA (Analysis of Variance) was used to compare the means of multiple independent groups.

One-way ANOVA was used to test for significant differences in teachers' beliefs across multiple groups, assuming independence, normality, and homogeneity of variances. These assumptions were met through random sampling, the Kolmogorov-Smirnov test, and Levene's test; where variances were unequal, Welch's ANOVA was applied.

Additionally, Pearson's Correlation was employed to examine the relationship between teachers' beliefs and classroom practices. The assumptions for Pearson's correlation include linearity, normality, and homoscedasticity. Linearity was checked using scatter plots and the Shapiro-Wilk test, normality was confirmed with the Kolmogorov-Smirnov test, and homoscedasticity was assessed visually using scatter plots or statistical tests. These inferential techniques, confirmed through normality and homogeneity tests, helped address the research questions, particularly the relationships between

teachers' beliefs and practices. Therefore, these statistical techniques ensured accurate interpretation of how beliefs influence instructional behaviors.

For the qualitative phase, an inductive thematic analysis (Creswell, 2013) was conducted using open, axial, and selective coding to extract major and minor themes from interviews and classroom observations. This allowed for triangulation and a comprehensive view of the relationship between teacher beliefs, qualifications, strategy implementation, and instructional materials. The document review systematically analyzed English reading materials to identify themes showing how teachers' beliefs and qualifications shape their instructional practices, strategy use, and selection

## 4. Results

This section provides both quantitative and qualitative analyses of English teachers' beliefs and practices regarding reading instructional strategies. Drawing on a 43-items survey and qualitative data, it explores teachers' perceived importance and implementation of these strategies, the impact of their subject qualifications, and the interplay between their beliefs, actual use, and instructional strategies choices. Results are presented in Tables 1 through 5.

### 4.1. Teachers' Beliefs about the Importance of Reading Instructional Strategies

To assess the importance of reading instructional strategies, teachers responded to 18 items categorized into metacognitive, cognitive, and social/affective strategies across three reading stages: pre-reading, during-reading, and post-reading. Table 1 presents the mean scores and standard deviations for English teachers' use of three classifications of reading strategies Metacognitive, Cognitive, and Social/Affective across the three major stages of reading instruction: Pre-Reading, During-Reading, and Post-Reading.

Table 1: Reading Instructional Strategies across Reading Stages: Means and Standard Deviations

| **S/No** | Stages of Reading Instructional Strategies | **S/No** | **Classification of Reading Strategies** | **Mean** | **Std. Deviation** |
|---|---|---|---|---|---|
| 1. | Pre-Reading Strategies | 1. | Metacognitive Strategies | 3.36 | 1.08 |
| | | 2 | Cognitive Strategies | 3.69 | 1.09 |
| | | 3 | Social/Affective Strategies | 4.05 | 1.10 |
| | | **Average mean** | | 3.70 | 1.09 |
| 2 | During-Reading Strategies | 1. | Metacognitive Strategies | 3.48 | 1.07 |
| | | 2 | Cognitive Strategies | 3.36 | 1.06 |
| | | 3 | Social/Affective Strategies | 4.05 | 0.99 |
| | | **Average mean** | | 3.63 | 1.04 |

| | | | | | |
|---|---|---|---|---|---|
| 3 | Post-Reading Strategies | 1. | Metacognitive Strategies | 3.31 | 1.00 |
| | | 2 | Cognitive Strategies | 3.61 | 1.04 |
| | | 3 | Social/Affective Strategies | 3.31 | 1.00 |
| | | **Average mean** | | 3.41 | 1.01 |

### *Pre-Reading Strategies*

As shown in Table 1, quantitative data indicated a moderate emphasis on metacognitive strategies during pre-reading (M = 3.36, SD = 1.08), highlighting the role of planning and activating prior knowledge. This was supported by qualitative responses, with teachers underscoring the value of goal setting and addressing students' backgrounds to enhance engagement. As Teacher 1 noted, "By setting specific goals and understanding students' backgrounds, I can adapt my instructions." Teacher 14 also emphasized that "setting clear reading goals and discussing them beforehand helps students focus." However, despite recognizing their value, several teachers (e.g., Teachers 4, 11) acknowledged the difficulty in fostering reflective thinking in all students, citing that "not all students are naturally reflective," and observing superficial responses during classroom activities. This disconnect suggests that while teachers value metacognitive strategies, practical challenges hinder their consistent application, especially among students lacking prior experience or confidence.

Cognitive strategies received a higher mean score (M = 3.69, SD = 1.09), indicating a strong consensus on their importance. Teachers consistently promoted strategies such as activating prior knowledge and predicting content, which were actively observed in classroom practice. Teacher 9 illustrated this by stating, "I often ask students to predict what the text will be about based on the title and pictures." Observational data confirmed the widespread use of these techniques, though some students struggled with forming predictions due to limited background knowledge.

Social/affective strategies received the highest emphasis in this phase (M = 4.05, SD = 1.10), emphasizing the importance of creating a positive and collaborative learning environment. Teachers used pair discussions and culturally relevant materials to boost student confidence. Teacher 12 highlighted, "Incorporating culturally relevant materials is important... students are more motivated and interested." However, classroom dynamics posed challenges; as noted by Teachers 5 and 13, dominant students often overshadowed quieter ones, limiting equal participation.

The overall average for pre-reading strategies was M = 3.70 (SD = 1.09), indicating a well-rounded importance across all strategic types, with particular strength in social/affective domains.

### During-Reading Strategies

During-reading strategies showed a shift. Metacognitive strategies had a moderate mean (M = 3.48, SD = 1.07). Teachers recognized the importance of self-monitoring and reflection, yet many struggled to implement these consistently. Teacher 3 noted, "Encouraging students to ask questions as they read helps them become independent," which supports observed practices where questioning and prediction activities were commonplace. Yet, field notes reveal that many students tend to rush through texts without pausing to reflect, aligning with the earlier

challenge of translating belief into practice. Teachers like Teacher 15 recognized the difficulty of encouraging real-time reflection amidst the flow of reading, pointing to a gap between pedagogical ideals and classroom realities. Observations also revealed that many students rushed through texts, lacking deliberate engagement with metacognitive practices.

Cognitive strategies, interestingly, saw a decrease in mean score (M = 3.36, SD = 1.06). Despite this, teachers still highly valued note-taking, identifying main ideas, and underlining key points. Teacher 6 shared, "I ordered them to jot down important ideas... it helps them stay focused." Observational evidence confirmed the effectiveness of these strategies, though some students struggled to distinguish essential content, leading to ineffective summaries.

Social/affective strategies remained consistently high (M = 4.05, SD = 0.99), aligning with qualitative insights that emphasized the role of peer discussions and group activities in building comprehension and confidence. Teacher 2 described group discussions as enabling students to "share their thoughts, learn from each other, and build confidence." These practices were observed to deepen engagement, reinforcing the importance of a supportive environment during reading.

The overall average for this stage was M = 3.63 (SD = 1.04), indicating continued emphasis on affective engagement, though some instructional strategies, especially metacognitive, faced implementation barriers.

**Post-Reading Strategies**

In the post-reading phase, metacognitive strategies again showed a moderate emphasis (M = 3.31, SD = 1.00). Teachers stressed the importance of reflection and evaluating strategy effectiveness, but observations and field notes highlighted inconsistencies. Teacher 7 explained, "I encourage students to evaluate the effectiveness of their strategies... to enhance self-awareness," yet many students engaged passively, highlighting a gap between theoretical understanding and classroom implementation."

Cognitive strategies were more strongly emphasized (M = 3.61, SD = 1.04), with practices like summarization, questioning, and group discussions widely implemented. Teacher 12 noted that such activities "consolidate understanding and reinforce key concepts." Student work samples confirmed successful engagement with comprehension questions, though more abstract tasks remained a challenge for some.

Social/affective strategies declined significantly (M = 3.31, SD = 1.00)**,** marking the lowest mean across all stages**.** Despite some teachers facilitating discussions and projects, classroom observations revealed ongoing challenges with group dynamics. Teacher 1 admitted, "A few students dominate the conversation while others don't get a chance to share." This decline suggests that the strong emotional and social engagement built earlier did not always extend into the post-reading stage.

The overall average for post-reading strategies was M = 3.41 (SD = 1.01), reflecting a continued reliance on cognitive strategies but reduced emphasis on affective support and variable implementation of reflective practices.

### 4.2. **Teachers' Actual Implementation of Reading Instructional Strategies Using the CALLA Model**

This study investigated English teachers' use of CALLA-based reading strategies-metacognitive, cognitive, and social/affective by integrating data from questionnaires, interviews, observations, and document reviews across five instructional stages: preparation, presentation, practice, evaluation, and expansion. Table 2 presents the mean scores and standard deviations for various reading strategy classifications employed by English teachers at each CALLA stage. The average mean for each stage was also provided to summarize the overall use and variability of instructional strategies throughout the reading process.

Table 2: Mean and Standard Deviation of Reading Strategies Used by English Language Teachers across the CALLA Model Stages

| S/No | The cycle of reading instruction of CALLA model | No | Classification of Reading Strategies | Mean | Std. Deviation |
|---|---|---|---|---|---|
| 1. | **Preparation** | 1. | Metacognitive Strategies | 3.51 | 1.09 |
| | | 2 | Cognitive Strategies | 3.21 | 1.1 |
| | | 3 | Social/Affective Strategies | 3.32 | 1.12 |
| | | 4 | **Average mean** | 3.35 | 1.10 |
| 2 | **Presentation** | 1. | Metacognitive Strategies | 3.03 | 1.04 |
| | | 2 | Cognitive Strategies | 3.25 | 1.14 |
| | | 3 | Social/Affective Strategies | 3.41 | 1.02 |
| | | 4 | **Average mean** | 3.23 | 1.09 |
| 3 | **Practice** | 1. | Metacognitive Strategies | 2.84 | 1.24 |
| | | 2 | Cognitive Strategies | 3.23 | 1.10 |
| | | 3 | Social/Affective Strategies | 3.45 | 1.17 |
| | | 4 | **Average mean** | 3.17 | 1.17 |
| 4 | **Evaluation** | 1. | Metacognitive Strategies | 3.20 | 1.13 |
| | | 2 | Cognitive Strategies | 3.54 | 1.15 |
| | | 3 | Social/Affective Strategies | 3.31 | 1.00 |
| | | 4 | **Average mean** | 3.35 | 1.09 |
| 5 | **Expansion** | 1. | Metacognitive Strategies | 3.05 | 1.13 |
| | | 2 | Cognitive Strategies | 3.28 | 1.17 |
| | | 3 | Social/ Strategies | 3.42 | 1.19 |
| | | 4 | **Average mean** | 3.25 | 1.16 |

In the preparation stage of Table 2, teachers reported a strong emphasis on metacognitive strategies, which received the highest mean score of 3.51 (SD = 1.09). These strategies involved activating prior knowledge and helping students

set learning goals. Teachers acknowledged the importance of these methods, as seen in Teacher 1's statement: *"I always try to help students set goals for their reading. It helps them focus."* However, qualitative data revealed inconsistencies between this recognition and practice. Several teachers admitted skipping in-depth metacognitive tasks due to time constraints or prioritizing content coverage, indicating that despite the statistical strength, implementation was uneven.

Cognitive strategies in this stage had a moderate mean score of 3.21 (SD = 1.10), reflecting practices such as using KWL charts and brainstorming. Teacher 5 supported this by saying, *"Before reading, I always ask students to brainstorm what they already know about the topic."* Still, observations noted that such tasks were sometimes superficial.

Social/affective strategies scored 3.32 (SD = 1.12), with teachers fostering supportive environments through peer discussion and collaboration. Teacher 6 emphasized, *"Group activities help reduce anxiety before tackling reading."* The overall average for this stage was 3.35 (SD = 1.10), suggesting general alignment between belief and practice, particularly in creating emotionally supportive settings.

During the presentation stage, the use of metacognitive strategies declined (M = 3.03, SD = 1.04), indicating that teachers struggled to maintain reflective engagement while introducing new content. Teacher 2 expressed this challenge: *"With new material, students focus more on the content than on how they're learning."* Time pressures were frequently cited as a barrier.

In contrast, cognitive strategies were more consistently used (M = 3.25, SD = 1.14). Teachers employed questioning techniques to stimulate critical thinking, which classroom observations confirmed. Teacher 8 stated: *"Asking students to question the material encourages them to think critically."*

Social/affective strategies were most emphasized at this stage (M = 3.41, SD = 1.02), reflecting strong support for student collaboration. Teacher 15 noted, *"Working in pairs keeps students engaged and allows them to support each other,"* which was supported by observed group work that facilitated peer interaction. The overall stage mean of 3.23 (SD = 1.09) indicated a generally balanced approach, though again, metacognitive strategy use lagged behind.

In the practice stage, the use of metacognitive strategies dropped to its lowest across all stages, with a mean of 2.84 (SD = 1.24). Teachers expressed difficulty fostering reflective thinking during active tasks. Teacher 3 commented, *"It's difficult to ensure students consistently engage in reflection while working."* Although some, like Teacher 6, attempted to address this by having students document their strategy use, implementation was inconsistent.

Cognitive strategies held steady (M = 3.23, SD = 1.10), commonly supported by summarization tasks, graphic organizers, and prediction exercises. Teacher 4 described an activity: *"I give short passages and ask students to predict what happens next."* Social/affective strategies were again dominant (M = 3.45, SD = 1.17), as collaborative work and peer feedback were widely practiced. Teacher 10 observed, *"I see students helping each other with difficult texts, which builds both confidence and understanding."* The average mean for this stage was 3.17 (SD = 1.17), indicating a focus on group learning, but an ongoing gap in fostering student metacognitive autonomy.

The evaluation stage showed a rebalancing of strategies. Metacognitive strategies had a moderate mean of 3.20 (SD = 1.13), suggesting efforts to encourage self-assessment. Teacher 7 shared, *"I always ask students to evaluate their work; it helps them become more aware of their learning process."* However, classroom observations revealed that these reflective discussions were often rushed or deprioritized due to curriculum pressures.

Cognitive strategies were the most emphasized here, scoring 3.54 (SD = 1.15), driven by comprehension checks and feedback mechanisms. Nonetheless, some teachers acknowledged an over-reliance on summative methods. One remarked, *"I give quizzes, but I know I need to provide more formative feedback.."*

Social/affective strategies also played a role (M = 3.31, SD = 1.00), with teachers aiming to create a safe space for feedback. Teacher 5 noted, *"I try to make sure students feel comfortable receiving and giving feedback."* Yet, observations showed that peer feedback was often minimal or lacked structure. The stage's overall mean of 3.35 (SD = 1.09) indicates that, while evaluation was cognitively rich, its metacognitive and social elements were not consistently actualized. In the expansion stage, there was a slight rebound in metacognitive strategy use (M = 3.05, SD = 1.13), as teachers aimed to help students apply learning beyond the classroom. Teacher 7 explained, *"I know it's important to connect learning to real life, but it's hard to find the time and resources."* While cognitive strategies were also implemented moderately (M = 3.28, SD = 1.17), some teachers admitted that they struggled with continuity. Teacher 6 reflected, *"I forget to bring back earlier strategies; it's something I need to work on."*

Social/affective strategies again saw the highest emphasis (M = 3.42, SD = 1.19), as teachers encouraged collaborative projects and long-term engagement. Teacher 5 emphasized, *"Group work in this phase helps students apply what they've learned in meaningful ways."* The overall mean for this stage was 3.25 (SD = 1.16), suggesting that while the expansion phase was socially supportive, metacognitive and cognitive continuity across lessons needed strengthening.

### 4.3. The Influence of English Language Teachers' Subject Qualifications on Reading Strategies

This research analyzed how English language teachers' subject qualifications specifically in English, Afaan Oromoo, and Amharic impact their use of reading instructional strategies. The study employed a one-way ANOVA to investigate differences in strategies employment based on these qualifications, intending to identifying gaps in teacher training that could inform improvements in instructional practices. This table presents the results of the one-way ANOVA comparing the employment of reading strategies among English language teachers based on their qualifications. The sum of squares, degrees of freedom (df), mean square, F-statistic, and significance level (Sig.) are reported for both between-groups and within-groups variations.

Table 3: Table 3. One-Way ANOVA Results

| English Language Teachers qualified Subjects | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| Teachers' actual employment of reading strategies | Between Groups | 2.102 | 2 | 1.051 | 3.494 | .032 |
| | Within Groups | 75.829 | 252 | .301 | | |
| | Total | 77.931 | 254 | | | |

Note: The mean difference is significant at the 0.05 level.

The one-way ANOVA results revealed a statistically significant difference in the employment of reading strategies among teachers with different qualifications, with F (2, 252) = 3.494, $p$ = .032. This indicates that teachers' subject qualifications significantly influence their instructional strategies and practices. The between-group sum of squares is 2.102, suggesting that these qualifications account for a notable portion of the variance in reading strategy use, while the within-group variation (75.829) indicated that other factors may also play a role in individual differences in strategy application.

To further investigate the differences among the qualification groups, post hoc tests were conducted. The Scheffé and Games-Howell tests both showed a significant mean difference between English-qualified and Afaan Oromoo-qualified teachers, with English-qualified teachers reported higher actual employment of reading strategies (M = -0.206, SE = 0.078, $p$ = .032 in Scheffé; p = .028 in Games-Howell). This suggests that English-qualified teachers are more adept at utilizing reading strategies, likely due to their specific training focused on English language pedagogy.

Conversely, no significant differences were found between English-qualified and Amharic-qualified teachers (p = .666) or between Afaan Oromoo-qualified and Amharic-qualified teachers (p = .572). This points to a similarity in reading instruction strategies employed by Amharic-qualified teachers and the other groups, which may stem from shared educational backgrounds.

The statistical difference between English-qualified teachers and Afaan Oromoo-qualified teachers in reading strategies employment appears to be reflected in the qualitative data. Teachers with English qualifications often reported more systematic use of reading strategies, supported by their training, while Afaan Oromoo teachers expressed a need for further professional development to enhance their instructional practices. For example, Teacher 4 noted, “I try to incorporate predictions and goal-setting, but I feel I need more training,” which echoes the quantitative gap identified.

Furthermore, despite teachers’ positive beliefs about the importance of metacognitive and social/affective strategies, practical constraints such as limited class time, large class sizes, and assessment demands interfere with their full implementation. Teachers like Teacher 8 admited, “I want to encourage more reflection and group work, but time doesn’t always allow,” reflecting a common theme that pedagogical ideals are often compromised in practice. These findings suggest that targeted professional development focusing on the effective integration of reading strategies, especially for teachers qualified in languages other than English, could help bridge the gap between belief and practice. Enhancing teachers’ skills in facilitating metacognitive reflection and managing classroom dynamics during social strategies can improve overall reading instruction quality.

Additionally, aligning assessment practices with instructional goals may create more room for strategy application, fostering better student engagement and comprehension. This table provides post-hoc multiple comparisons, including Scheffé and Games-Howell tests, to assess pairwise differences between groups of English, Afaan Oromoo, and Amharic-qualified teachers.

Table 4: One-Way ANOVA Results and Multiple Comparisons for Teachers' Actual Employment of Reading Instruction Strategies

**Multiple Comparisons**

| Dependent Variable | (I) English Language Teachers qualified Subjects | (J) English Language Teachers qualified Subjects | Mean Difference (I-J) | Std. Error | Sig. | 95%Confidence Interval | |
|---|---|---|---|---|---|---|---|
| | | | | | | Lower Bound | Upper Bound |
| Teachers actual employment of reading instruction strategies | English Qualified | Afaan Oromoo qualifies | -.206* | .078 | .032 | -.40 | -.01 |
| | | Amharic Qualifies | -.091 | .100 | .666 | -.34 | .16 |
| | Afaan Oromoo qualifies | English Qualified | .206* | .078 | .032 | .01 | .40 |
| | | Amharic Qualifies | .115 | .109 | .572 | -.15 | .38 |
| | Amharic Qualifies | English Qualified | .091 | .100 | .666 | -.16 | .34 |
| | | Afaan Oromoo qualifies | -.115 | .109 | .572 | -.38 | .15 |

*. The mean difference is significant at the 0.05 level.

### 4.4. Correlation Analysis among Teachers' Beliefs and Practices

The Pearson correlation analysis was conducted to investigate the relationships among teachers' actual employment of reading instructional strategies, their beliefs about the importance of these strategies, and their beliefs regarding the choice of instructional strategies. This table presents the Pearson correlation coefficients examining the relationship between one dependent variable teachers' actual employment of reading instruction strategies and two independent variables**:** teachers' beliefs about the importance of reading instructional strategies and their beliefs about the choice of instructional strategies**.** The analysis explored how teachers' perceptions regarding the value and autonomy of strategy selection influence the extent to which they implement reading strategies in their classrooms.

Table 5: Pearson Correlation Coefficients among Teachers' Beliefs and Implementation of Reading Instruction Strategies

| **Variable** | 1. Teachers' Actual Employment of Reading Strategies | 2. Beliefs About Importance of Strategies | 3. Beliefs About Choice of Strategies |
|---|---|---|---|
| 1.Teachers actual employment of reading instruction strategies | 1 | | |
| 2.Teachers' beliefs about importance of reading instructional strategies | . 393** . 000 | 1 | |
| 3. Teachers beliefs about reading instruction strategies choice | .403** .000 | .631** .000 | 1 |

**. Correlation is significant at the 0.01 level (2-tailed)

A Pearson correlation analysis was conducted to examine the relationships between teachers' actual employment of reading instructional strategies (dependent variable), their beliefs about the importance of reading strategies, and their beliefs about the choice of instructional strategies (independent variables). As shown in Table 5, there was a statistically significant, moderate positive correlation between teachers' actual employment of reading strategies and their beliefs about the importance of instructional strategies, $r(122) = .393$, $p < .001$. This belief aligns with interview findings as many teachers stressed the value of metacognitive strategies like goal-setting and activation of prior knowledge. Teacher 1 noted, *"By setting specific goals and understanding students' backgrounds, I can adapt my instructions."*

However, observations and field notes revealed uneven application, with some students giving superficial responses and others skipping reflective activities entirely. Teacher 11 candidly admitted, *"I know students should think about their thinking, but often we dive straight into the reading."*

Similarly, a statistically significant moderate positive correlation was found between actual strategy use and beliefs about the choice of strategies, $r(122) = .403$, $p < .001$. This was reinforced by qualitative insights. Teachers who felt empowered to adapt strategies to their classroom context showed greater initiative in implementation. For example, Teacher 6 shared, *"I frequently asked my students to underline key points or take notes as they read reading texts."* Such practices demonstrate autonomy and practical alignment with beliefs. Yet, systemic constraints such as time pressure and curriculum demands often prevented this autonomy from translating into practice. Teacher 3 expressed this tension: *"I'd love to have more conversations about what strategies they found useful, but we have to stick to the test format."*

The strongest relationship was observed between beliefs about the importance and beliefs about the choice of strategies, $r(122) = .631$, $p < .001$, indicating a strong positive association. Qualitative result emphasized teachers who valued strategies were also more likely to assert control over their instructional choices. Teacher 12 reflected, *"Incorporating culturally relevant materials is important. When students see their*

*own cultures reflected in the texts, they are more motivated and interested in reading."* This belief empowered her to design lessons tailored to her students, a sign of both high value and high autonomy.

These findings suggested that teachers who place greater value on reading instructional strategies and who feel they have the autonomy to choose such strategies are more likely to implement them in their classrooms. Furthermore, the strong association between beliefs about reading strategies importance and autonomy suggests these constructs are conceptually linked, possibly reinforcing each other in shaping instructional behavior.

## 5. Discussion

The study investigates English language teachers' beliefs about reading instructional strategies within the framework of the Cognitive Academic Language Learning Approach (CALLA), focusing on their perceived importance, selected strategies for different reading stages, and actual employment of these strategies. Using a mixed-methods approach, the research revealed complex interrelationships between teachers' beliefs, practices, and qualifications, highlighting how these factors influence reading instruction.

Quantitative findings show that teachers highly valued social/affective strategies, which received the highest mean scores (4.05) during both the pre-reading and during-reading phases, though this dropped to 3.31 in the post-reading phase. This pattern supports existing literature that underscores the importance of emotional and social engagement in learning. Teachers recognized that fostering a positive classroom environment enhances comprehension, consistent with findings from Ushida (2005) and Brewster & Ruby (2015). Lemma et al. (2022) also found that Ethiopian teachers strongly believe in fostering collaborative environments to support student learning. Cognitive strategies also received moderate to high scores (3.36 to 3.69), reflecting teachers' acknowledgement of their role in promoting active engagement and comprehension.

However, metacognitive strategies showed lower scores (3.31 to 3.48), particularly during practice (mean = 2.84), revealing a gap between theoretical understanding and actual practice, a concern echoed in studies by Graham & Harris (2005). This aligns with findings by Ali and Razali (2019), suggesting that although teachers perceive metacognitive strategies as essential, their chaotic classroom environments do not allow adequate time for these strategies to be employed effectively. Bernard et al. (2022) revealed similar results in their examination of Canadian English teachers, asserting that despite teachers acknowledging the significance of metacognition, the execution remains superficial at best.

In terms of strategy choice, teachers preferred metacognitive strategies during pre-reading (mean = 3.87) and cognitive strategies during post-reading (mean = 3.96). This preference was confirmed in interviews, where techniques like KWL charts were frequently mentioned. Notably, the mean for metacognitive strategies dropped during the reading phase (2.47), indicating a disconnection likely caused by time constraints and curricular demands, as noted by Ross et al. (2021).

Actual employment of strategies showed a consistent trend where metacognitive strategies were less frequently employed during the presentation (mean = 3.03) and expansion phases (mean = 3.05). Although teachers acknowledged the importance of these strategies, classroom

observations often revealed a focus on direct instruction with limited encouragement for reflective practices. This aligns with findings that teachers prioritize content delivery over pedagogical approaches that foster deeper engagement (Pressley et al., 2001). During the practice phase, the decline in metacognitive strategy usage indicates difficulties in engaging students in reflective thinking during hands-on activities, echoing issues faced in other contexts, such as those reported by Samuel & Hesse (2020).

Teachers' qualifications also played a significant role in strategy employment, as shown by a one-way ANOVA analysis that revealed differences based on subject qualifications. Teachers qualified in English demonstrated more effective reading strategies implementation. This aligns with the findings by Addis et al. (2021) investigated how teachers' qualifications influence their implementation of reading strategies. It concluded that teachers qualified specifically in English language education demonstrated a strong commitment to employing a variety of reading strategies, akin to findings observed in this study through the one-way ANOVA results.

The relationship between beliefs and practices was assessed through Pearson correlation analysis, revealing moderate positive correlations between beliefs about the importance of reading strategies and their actual implementation ($r = .393$). A stronger correlation was found between beliefs regarding the importance and choice of reading strategies ($r = .631$), suggesting that teachers' perceptions significantly influence their strategic selections. However, qualitative data highlighted discrepancies between beliefs and practices, particularly with metacognitive strategies, indicating a need for structured support to help teachers bridge these gaps.

Qualitative insights provided context to the quantitative data, illustrating that while teachers recognized the value of metacognitive strategies, their implementation is often hampered by student discomfort with reflective tasks and classroom dynamics. Echoing findings from Mekonnen et al. (2021), several teachers expressed awareness of metacognitive strategies and their merits; nonetheless, time constraints and large class sizes hindered the consistent implementation of these strategies. One teacher articulated the challenge, "I know metacognitive strategies enhance understanding, but we often rush through lessons to cover content" (Field Note, 2023). This sentiment echoes findings from recent studies indicating that curriculum demands often override the valuable time necessary for implementing comprehensive metacognitive strategies effectively (Mamo, 2023).

Teachers emphasized the importance of social/affective strategies for creating a supportive environment, in line with Niemann et al. (2014), but observed inconsistencies in practice where group discussions often failed to engage students effectively.

Moreover, the evaluation phase highlighted challenges rooted in systemic pressures to prioritize test preparation over holistic learning approaches. The reliance on traditional assessment strategies limits teachers from facilitating deeper conversations about cognitive methodologies, as suggested by Shulman (1986), and indicates an urgent need for professional development that aligns instructional practices with contemporary pedagogical theories. This aligns with recommendations from Wong et al. (2020), emphasizing the need for targeted professional development aimed specifically at improving teacher training in metacognitive instruction.

## 6. Conclusion and Implications

This study contributes valuable insights into the intricate relationship between teachers' beliefs, instructional strategies, and actual teaching practices in the context of reading instruction. It highlights that, while English teachers expressed a theoretical understanding and appreciation of diverse reading instructional strategies, numerous practical barriers such as time constraints, classroom dynamics, and resource limitations significantly impede their ability to consistently implement these strategies, particularly metacognitive strategies. These findings underscore the gap between teachers' theoretical knowledge and the realities of classroom practice, a gap that can hinder the effectiveness of reading instruction.

The research further revealed that the qualifications and specialized training of teachers play a pivotal role in shaping their instructional strategies choices. Teachers with more specific subject expertise are more likely to employ a broader range of strategies, indicating a need for targeted professional development and specialized training in reading instruction. This is particularly crucial for teachers who may not have specialized qualifications in English language or literacy education but are still tasked with delivering effective English reading instruction. Therefore, it is essential for teacher preparation programs and ongoing professional development initiatives to place a strong emphasis on evidence-based reading strategies, metacognitive approaches, and the integration of theory into practice.

The implications of these findings extend beyond individual classroom practices and have important consequences for educational policy and teacher training programs. Policymakers should prioritize the development of professional learning communities and continuous support structures that promote reflective practice among teachers. Teacher training programs must not only equip teachers with theoretical knowledge of reading instruction but also provide them with the tools, resources, and classroom strategies necessary for translating that knowledge into effective teaching practices. Additionally, fostering supportive learning environments, where teachers feel empowered to experiment with and refine their instructional strategies, will be essential in overcoming the practical barriers identified in this study.

Future research should continue to explore the dynamic relationship between teacher beliefs, instructional strategies, and student outcomes. It is critical to investigate how teachers' beliefs about reading strategies influence their engagement with students and the overall classroom environment. Additionally, longitudinal studies could offer valuable insights into how the alignment or misalignment between teachers' beliefs and practices affects student achievement over time. Such research will be instrumental in developing a more nuanced understanding of the factors that contribute to effective reading instruction and will guide future interventions aimed at improving literacy outcomes for all students.

## Disclosure statement

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

## References


Abebe, S. (2020). *Exploring teachers' beliefs about the impact of cognitive and metacognitive strategies on reading comprehension*. Ethiopian Journal of Education and Science, 16(2), 45-58.

Addis, D., Tesfaye, B., & Yilma, T. (2021). Teachers' qualifications and their impact on the implementation of reading strategies in Ethiopian secondary schools. *Journal of Education and Practice, 12*(7), 72–83. https://doi.org/10.7176/JEP/12-7-10

Aguye, A. S., & Berlie, A. D. (2024). English as a Foreign Language (EFL) teachers'

perceptions and practices of pedagogical content knowledge (PCK) in teaching reading skills in secondary schools. *International Journal of Learning, Teaching and Educational Research*, *23*(2), 510-527.

Alderson, J. C. (2022). *Assessing reading comprehension in a second language*. Cambridge University Press.

Ali, A. M., & Razali, A. B. (2019). A Review of Studies on Cognitive and Metacognitive Reading Strategies in Teaching Reading Comprehension for ESL/EFL Learners. *English Language Teaching*, *12*(6), 94-111.

Almasi, J. F. (2003). Teaching strategic processes in reading. *The Reading Teacher*, 56(7), 644-653. https://doi.org/10.1002/TRTR.000

Asalifew Mekuria, Elias Woemego Bushisho & Hailu Wubshet (2024) The effects of reading strategy training on students' reading strategy use and critical reading ability in EFL reading classes, Cogent Education, 11:1, 2310444, DOI: 10.1080/2331186X. 2024. 2310 444

Baker, L., & Brown, A. L. (1984). Metacognitive skills and reading. *In P. D. Pearson (Ed.), Handbook of reading research* (pp. 353-394). Longman.

Bandura, A. (1997). *Self-efficacy: The exercise of control*. W.H. Freeman.

Barnett, M. A. (1988). *Reading comprehension strategies: The role of prior knowledge*. In R. B. Ruddell & N. J. Unrau (Eds.), *Theoretical models and processes of reading* (pp. 706-723). International Reading Association.

Belilew, G. (2016). The gap between EFL teachers' knowledge and practice in early reading instruction in Ethiopia. *Ethiopian Journal of Education, 35*(2), 89-102.

Bernard, D., Brown, M., & Lee, J. (2022). An examination of the impact of metacognitive strategies in Canadian ESL classrooms. *Language Teaching Research, 26*(3), 354-372. https://doi.org/10.1177/13621688211023456

Bratsch-Hines, M. E., Vernon-Feagans, L., Varghese, C., & Garwood, J. (2017). Child skills and teacher qualifications: Associations with elementary classroom teachers' reading instruction for struggling readers. *Learning Disabilities Research & Practice*, *32*(4), 270-283.

Brewster, J., & Ruby, M. (2015). *The role of social/affective strategies in language learning: A comprehensive study*. Cambridge University Press.

Chali, G. T. (2020). *An investigation of EFL teachers' beliefs on teaching grammar and reading and their practices in secondary schools in Ethiopia* (Doctoral dissertation, Ghent University).

Chamot, A. U., & O'Malley, J. M. (1994). *The Cognitive Academic Language Learning Approach (CALLA): A model for the integration of language and content instruction*. In E. Hinkel (Ed.), *Teaching academic ESL writing: Practical techniques in vocabulary and grammar* (pp. 213-238). Cambridge University Press.

Clarance, D., & Graham, A. (2017). *Effective strategies in reading instruction for struggling readers: Teachers' perspectives*. *Reading and Writing Quarterly*, 33(2), 98-112. https://doi.org/10.1080/10573569.2017.1294200

Clark, M. (2015). *The role of strategy instruction in reading comprehension development for primary school children*. *Literacy Research and Instruction*, 54(1), 77-91.

Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education* (8th ed.). Routledge.

Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Sage Publications.

Desta, M. A. (2020). An Investigation into Teachers' Practices of Teaching Early Reading and Practical Problems in Its Implementation. *Indonesian Journal of*

*English Language Teaching and Applied Linguistics*, *5*(1), 97-108.

Duffy, G. G. (2009). *Explaining reading: A resource for teaching concepts, skills, and strategies*. Guilford Press.

Education Cannot Wait (2022). 2021 annual results report. New York: Education Cannot Wait. https:// digitallibrary. un. org

Enyew, C., & Melesse, S. (2018). Nexus between beliefs college English instructors' held about teaching reading strategies and their classroom practice. *Ethiopian Journal of Education and Sciences, 14*(1), 1–20.

Federal Ministry of Education. (2021). *Education Sector Development Programme VI (ESDP VI), 2013–2017 E.C. / 2020/21–2024/25 G.C.* The Federal Democratic Republic of Ethiopia.

Field, A. (2013). *Discovering statistics using IBM SPSS statistics* (4th ed.). Sage Publications.

Flavell, J. H. (1979). *Metacognition and cognitive monitoring: A new area of cognitive-developmental inquiry*. *American Psychologist*, 34(10), 906-911. https://doi.org/10.1037/0003-066X.34.10.906

Gay, L. R., Mills, G. E., & Airasian, P. W. (2012). *Educational research: Competencies for analysis and applications*. Pearson.

G/hiwot, E., & G/Micheal, A. (2025). The relationship between secondary school students' use of metacognitive reading strategies and their reading achievement. Journal of Modern Research in English Language Studies, 12(2), 99-119, DOI:10.30479/jmrels.2024.20377.2380

George, D., & Mallery, P. (2010). *SPSS for windows step by step: A simple guide and reference* (10th ed.). Pearson.

Gildore, P. J. E., Aryanto, S., Suharjuddin, Denatara, E. T., & Awiria. (2025). Effective reading intervention strategies for primary grade students in Indonesia: a systematic review. *Cogent Education*, *12*(1), 2482470.

Graham, S., & Harris, K. R. (2005). Improving the writing performance of young students with learning disabilities: Self-regulated strategy development. *Journal of Special Education*, *39*(3), 3–16. https://doi.org/10.1177/00224669050390010101

Green, L., & Hunsader, L. (2020). *Teacher beliefs about metacognitive strategies in the reading classroom: Implications for practice*. *Reading Psychology*, 41(4), 396-415. https://doi.org/10.1080/02702711.2020.1726121

Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough? An experiment with data saturation and variability. *Field methods*, *18*(1), 59-82.

Hattie, J., Fisher, D., & Frey, N. (2018). *Visible learning for literacy: Implementing the practices that work best to accelerate student learning*. Corwin Press.

Hood, L. (2023, November 23). Ethiopia's education system is in crisis – now's the time to fix it. The Conversation. Retrieved from https://theconversation.com/ethiopias-education-system-is-in-crisis-nows-the-time-to-fix-it-217817

Josephine, L. (2015). *The role of instructional strategies in improving reading comprehension*. *Journal of Literacy Research*, 47(2), 110-128.

Kassaye, W., Seyoum, G., & Mereba, T. (2021). The Association of Multilingualism with English Language Proficiency: The Role of Metalinguistic Awareness. *East African Journal of Social Sciences and Humanities*, *6*(2), 19-38.

Koda, K. (2005). *Insights into second language reading: A cross-linguistic approach*. Cambridge University Press.

Lemma, W., Sado, A., & Oumer, F. (2022). Collaborative learning in Ethiopian classrooms: A case study of educators' beliefs. *African Journal of Educational Studies, 8*(2), 105-118.

Mlakar, H. (2020). Linguistic factors influencing L2 reading comprehension. *Literacy*

*without borders. Engaging literacy learners in diverse settings*, 166-185.

Mamo, S. (2023). Curriculum pressures and their impact on the use of metacognitive strategies in Ethiopian high school classrooms. *Ethiopian Journal of Education, 36*(1), 14-27.

Mekonnen, D., Gebru, D., & Addissie, B. (2021). Teachers' perceptions of metacognitive strategies and their implementation in Ethiopian classrooms. *Journal of Educational Psychology, 43*(2), 157-168. https://doi.org/10.1037/edu0000342

Mengistu, M. A., Worku, M. Y., & Melesse, T. (2023). Perceptions and practice of primary school English teachers in lesson study to improve their classroom practices. *Cogent Education, 10*(1), 2196906.

Mokhtari, K., & Sheorey, R. (2002). *Survey of Reading Strategies (SORS): A tool for assessing the metacognitive awareness of reading strategies in English as a second language (ESL) students*. *Reading Psychology*, 23(5), 415-428. https://doi.org/10.1080/0270271020951 1446

Nasab, M. S. B., & Motlagh, S. F. P. (2015). A complete review for metacognitive, cognitive, and social/affective strategies as essential components of learning strategies and their relationships with EFL learners' reading comprehension promotion. *Advances in Language and Literary Studies*, *6*(3), 166-184.

Niemann, A., Kruger, P., & Dlamini, A. (2014). Social/affective strategies and student engagement: Teacher practices in a multicultural classroom. Springer.

Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. Heinle & Heinle.

Pajares, M. F. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational Research, 62*(3), 307-332. https://doi.org/10.3102/ 00346 54316 20 03307

Paris, S. G., Wasik, B. A., & Turner, J. C. (1991). *The development of strategic readers*. In P. L. Ackerman, R. J. Sternberg, & R. J. Glaser (Eds.), *Learning and individual differences: Process, trait, and content determinants* (pp. 53-77). Routledge.

Pressley, M., & Harris, K. R. (1990). What we really know about strategy instruction. *Educational leadership*, *48*(1), 31-34.

Pressley, M., Allington, R. L., & Wharton-McDonald, R. (2001). Teaching for meaning and understanding: Fostering effective reading instruction through metacognitive strategies. *Educational Psychology Review, 13*(4), 479-505. https://doi.org/10.1023/A:1013 8954052 71

Ross, J., Hancock, D., & Smith, S. (2021). Time constraints in the classroom: The gap between teachers' beliefs and practices in metacognitive strategy use. *Teaching and Teacher Education, 98*, 103233. https://doi.org/10.1016/j.tate.2020.1032 33

Roux, K., Van Staden, S., & Tshele, M. (2023). *Progress in International Reading Literacy Study 2021: South African main report*. Department of Basic Education.

Samuel, J., & Hesse, R. (2020). Metacognition in the classroom: A cross-cultural study of reflective thinking in learning tasks. *Journal of Educational Research, 113*(5), 363-376. https://doi.org/10.1080/00220671.2020. 1749059

Shanahan, T. (2020). *What kind of early reading intervention should we provide?* Shanahan on Literacy. https://www.shanahanonliteracy.com/blog/what-kind-of-early-reading-intervention-should-we-provide

Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher, 15*(2), 4-14. https://doi.org/10.3102/0034654301500 2004

Singhal, M. (2001). *Teaching reading in a second language*. *Reading in a Foreign Language*, 13(2), 165-189.

Tavakol, M., & Dennick, R. (2011). Making sense of Cronbach's alpha. *International Journal of Medical Education*, *2*, 53-55. https://doi.org/10.5116/ijme.4dfb.8dfd

Tickle, L. (2000). *Teacher beliefs and classroom performance: The impact of teacher education on teachers' beliefs*. Routledge.

Tiruneh, D., Hoddinott, J., Rolleston, C., Sabates, R., & Woldehanna, T. (2021). *Understanding achievement in numeracy among primary school children in ethiopia: evidence from rise ethiopia study* (Vol. 21, p. 071). RISE Working Paper Series.

Ushida, E. (2005). The role of motivation in second language acquisition. *The Journal of Language and Social Psychology*, *24*(3), 301-318. https://doi.org/10.1177/0261927X05276036

UNICEF. (2022, March 29). *Are children really learning? Exploring foundational skills in the midst of a learning crisis*. UNICEF Data. https://data.unicef.org/resources/are-children-really-learning/

UNICEF Ethiopia. (2023). *Learning and development: Strengthening access to quality education in Ethiopia*. https://www.unicef.org/ethiopia/learning-and-development

Wong, Y., Lee, L., & Pan, Z. (2020). The need for professional development in metacognitive strategy training: Aligning teacher practices with modern pedagogy. *Professional Development in Education*, *46*(2), 316-328. [https://doi.org/10.1080/19415257.

Woodman Deza, A. (2025). Education and learning: preliminary findings from the 2023–24 Young Lives Survey (round 7): Ethiopia.

Yirga, H. (2011). *An investigation of teachers' beliefs and their classroom practices about reading strategies: Two preparatory schools in focus*. Addis Ababa University. Retrieved from http://etd.aau.edu.et/handle/123456789/26559

Yisihak, E., & Damtew, A. (2024). Ethiopian early grade English teachers' preparedness to teach basic reading skills. *Education Research International*, *2024*(1), 5596229.