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Investigating Cycle Two English Language Teachers' Perceptions about Reading Strategies and Limitation Factors Hindering the Use of Strategies

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INVESTIGATING CYCLE TWO ENGLISH LANGUAGE
TEACHERS' PERCEPTIONS ABOUT READING STRATEGIES
AND LIMITATION FACTORS HINDERING THE USE OF
STRATEGIES

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Declaration of Original Work

I, Muna Salem Abdulla Saleh, the undersigned, a graduate student at the United Arab Emirates University (UAEU), and the author of this thesis, entitled "*Investigating Cycle Two English Language Teachers' Perceptions about Reading Strategies and Limitation Factors Hindering the Use of Strategies*", hereby, solemnly declare that this thesis is my own original research work that has been done and prepared by me under the supervision of Dr. Sadiq Ismail, in the College of Education at UAEU. This work has not previously been presented or published or formed the basis for the award of any academic degree, diploma or a similar title at this or any other university. Any materials borrowed from other sources, whether published or unpublished and relied upon or included in my thesis have been properly cited and acknowledged in accordance with appropriate academic conventions. I further declare that there is no potential conflict of interest with respect to the research, data collection, authorship, presentation and/or publication of this thesis.

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Abstract

This study investigated the perceptions of the English teachers concerning their use of various reading strategies and identified the possible factors that limit them in applying the concerned strategies in the UAE Cycle 2 Grades (6-9). The study focused also on obtaining any significant conflict that may be appreciable between English non-native teachers (i.e., Arab) and English native teachers view with respect to their usage of reading strategies. The participants were drawn from Cycle 2 EFL English teachers (n=211). Two questionnaires were incorporated in collecting the required data; the first questionnaire aimed at gleaning the perceptions of the English teachers regarding their usage of reading strategies. The second questionnaire is concerned with screening the potential elements that may hinder them from applying these strategies. The collected data analysed quantitatively using a t-test to carry out a comparison between the perceptions expressed by English Non Native teachers and English Native teachers. The answers from the first questionnaire revealed that the responses of all English teachers concerning the role of various reading strategies were found to be a mean of (M =4.08), which considered a high mean score in this regards. The results of the second questionnaire revealed that the responses of the English teachers concerning the possible factors limiting the use of some of the reading strategies were found to be a mean of (M=3.94), which considered a significant mean score. However, the differences in using various reading strategies among the native and non-native English teachers were found to be six reading strategies; Non Native teacher preferred to set a purpose before reading and ask students to read silently and respond to questions, whereas Native teachers preferred to teach new vocabulary before reading, encourage students to use dictionaries during reading, rephrase difficult sentences or concepts found in the text, and ask students to write reflections about the text. Nevertheless, there were five significant limitations facing both English teaching groups, namely, lack of reading habit, student English language proficiency, large class size, student misbehaviour, and L1 interference.

Keywords: Reading strategies, reading comprehension and theories, reading skills, limitation factors, English teacher, Grade 6 to 9, the UAE.

Title and Abstract (in Arabic)

استطلاع أراء معلمي اللغة الانجليزية حول استخدام استراتيجيات القراءة والعوامل المعيقة لتطبيقها مع طلبة الحلقة الثانية

الملخص

هدفت هذه الدراسة لاستطلاع آراء معلمي اللغة الإنجليزية العرب والأجانب حول استخدام استراتيجيات مهارة القراءة في مدارس الحلقة الثانية في مدينة العين. بالإضافة إلى أن الدراسة تهدف لاستطلاع آراء المعلمين لوسائل مهارات تعليم القراءة، وأيضاً تحديد العوامل التي تحد من استفادة الطلبة من استراتيجيات التدريس. بالإضافة إلى ما سبق فإن من هدف الدراسة البحث عن مدى الاختلاف بين المدرسين العرب والأجانب في تطبيق الاستراتيجيات ومدى اختلاف آراءهم حول عوامل الحد من استفادة الطلبة. أجريت هذه الدراسة على 211 عضو من أعضاء هيئة التدريس من الإناث والذكور المختصين باللغة الإنجليزية مع تفاوت في سنوات الخبرة من مستوى الصف السادس حتى التاسع. حيث قام الباحث بتوزيع استبيان لجمع البيانات وتم تحليل النتائج في برنامج الإجراءات الإحصائية للعلوم الاجتماعية (SPSS) بالإضافة إلى نظام البحث الاجتماعي (T-Test) للمقارنة بمدى الاختلاف في الآراء بين المدرسين العرب والأجانب.

لم تُظهر النتائج اختلافًا ملحوظًا في أصول استخدام استراتيجيات القراءة، مع ذلك وُجدت ست استراتيجيات مختلفة أعطيت أعطيت الأولوية من فئة العرب والأجانب؛ " تعليم مصطلحات جديدة قبل القراءة " ، " تحديد الهدف قبل القراءة" ، " القراءة الذاتية من قبل الطلبة والإجابة عن الأسئلة "، "تشجيع الطلبة على استخدام المعجم خلال القراءة "، " إعادة صياغة الجمل الصعبة والمعنى الموجود في النص" ، " الطلب من الطلبة كتابة صحيفة تفكر". ومن ناحية أخرى كان هناك اختلاف حول المعلمين في تحديد العوامل المعيقة لتطبيق استراتيجيات القراءة في الصف بين المعلمين.

مفاهيم البحث الرئيسية: استراتيجيات القراءة، القراءة والاستيعاب، عوامل حد، مهارات القراءة والنظريات.

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Dedication

To my beloved country the UAE, which I am proud to belong to,

To my parents Salem and Eman the gentlest souls who I leaned from them patience and love,

To my kindest husband Hilal who was my backbone and taught me to trust Allah and never give up

To my little angels Sultan, Nasser, Mariam and Maitha who I see future in their innocent eyes.

To my little sister Sara and my brothers Abdullah and Mohammed who have always been with my side.

To my friends and work colleagues who have always encouraged and whispered to me that I can.

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List of Abbreviations

ADEC   Abu Dhabi Educational Council

AFH   Affective Filter Hypothesis (Krashen)

CEBA   Common Educational Proficiency Assessment

CIH   Comprehensible Input Hypothesis (Krashen)

EFL   English as a Foreign Language

EMSA   External Measure of Students Achievement

EMT   English Median Teacher

ENNS   English Non-Native Speaker

ENS   English Native Speaker

IELTS   International English Language Testing System

L1   First Language

L2   Second Language

ZPD   Zone of Proximal Development (Vygotsky)

Chapter 1: Introduction

1.1 Overview

Reading is one of the most important lifetime skills, which greatly reflects the literary and scientific output, as well as the cultural trends of a country. From this belief, the Abu Dhabi Educational Council (ADEC) placed a great emphasis on *Reading Initiative* through launching in 2012 the Abu Dhabi Reading Campaign and continues consecutively, since then (ADEC, 2012). This Campaign aims at motivating and promoting the society, in general, and the students, in particular, to habituate reading practice.

Doubtless, the EFL students in the UAE schools, where the English language is the core curriculum, suffering from a problem in reading English text. However, the English standard tests (i.e., IELTS, CEBA, etc.) showed the reading mean scores; for instance, in IELTS were the lowest among other scores in English (ILETS, 2012; 2013). These reported scores have promoted the elements of concern in paying much attention to the reading-associated problems.

This unsatisfactory situation of reading skills in the schools has sparked deep interest in the UAE Vice President and Prime Minister H.H. Shaikh Mohammad bin Rashid Al Maktoum to announce "2016 is the year of *Reading*", not only in the UAE but also in the entire Arab countries, since the human development reports reflecting a miserable condition of *reading skills* in the Arab world (Gulf-News, 2015, December-5).

Many studies ensured that reading skills are one of the pillars of the learning process. Many researchers in this area have found that reading is critically essential for

language learners to acquire proficiency in first (L1) and second (L2) languages. However, this may lead to improving other related skills, such as writing, speaking, listening, and critical thinking (Alkhawaldeh, 2011; Fahim, Barjesteh, & Vaseghi, 2012).

Although many language educators claimed that they are applying the correct reading strategies during reading classes, our students, however, are still facing major problems in their recitation skills. Our students in public schools lack communication and lack specific strategies necessary for efficient reading and writing as easily as listening and speaking. Studies have assured that teaching using effective reading strategies can reduce the difficulties and problems students face during reading, which would lead students to acquire good reading skills (Anderson, Hiebert, Scott &Wilkinson,1985).

1.2 Statement of the Problem

Teaching reading as a foreign language skill can represent challenges for both the students and teachers. Therefore, in that situation, it is a substantial need to develop reading strategies and to recognise the factors retarding the learning of these strategies in order to better the reading ability in learning English.

Since ADEC considers reading an essential skill for developing other related skills (ADEC, 2010), the English teachers in the public schools are focusing on finding effective strategies for sufficiently developing the reading skill of their students. Zare (2013) indicated that many scholarly research studies on L2 have consistently enhanced the importance of teaching reading strategies on developing reading skills for learners. The important question is *how significant are these strategies in*

developing reading skills in the context of the ADEC EFL classes? This question sparked deep interest in the researcher to inquire to what extent the used reading strategies are effective in improving the reading skills of the EFL students enrolled in ADEC schools.

Despite the huge budget ADEC spending on education in Abu Dhabi schools where the English language is the core curriculum, and the Reading Campaign that took place in the society since 2012 to motivate reading. Developing reading is still the main problem by many students in English language learning. The weakness of reading skills of the Grade 6-9 students in Abu Dhabi schools might be attributed to lack of adopting and applying appropriate reading strategies that are compatible with the students' language abilities and interest (Albeckay,2014). This weakness appeared form the EMSA Reports achievement of the students in English that was released by ADEC at the end of the academic year 2015-2016 do support observations and teaching experience of the researcher regarding the difficulties facing the students in developing their reading skills in English in which the level of the students were below 50% in reading skills (ADEC-EMSA, 2016).

Since reading is an accumulative skill, the resulted traces were left in the students' performances when they move to college, particularly, in the IELTS test where the EMSA reports are in good agreement with the scores recorded by the students sitting the International English Language Testing System (IELTS), which includes a comparison of results by countries of origin and mother tongue, and other countries test takers. According to the official website, the test results illustrated that the UAE got the lowest average score in reading skills if compared to other countries by the band (4.7) in academic module and band (3.9) in general ILETS module (IELTS,

2015). In addition, the standardized English tests, such as EMSA offered by ADEC, also recorded that the Grade 6 to 9 students have limited reading and comprehension skills. The summary of EMSA achievement of the students in English that was released by ADEC at the end of the academic year 2015- 2016 support observations and teaching experience of the researcher regarding the difficulties facing the students in developing their reading skills in English (ADEC, 2016).

The English teaching experience of the researcher that accumulated over eight years has helped to diagnose the difficulties facing the Cycle 2 (Grade 6 to 9) students in reading skills, in addition to the curriculum of the language itself. Such of these difficulties are related to the students' interests, the strategies implemented in the classes, and the kinds of materials and content. The English teachers have noticed that there is an obvious lack of interest in the students to develop their English language proficiency, along with reading capabilities and literacy.

Therefore, this study is concerned with the investigation of perceptions of English teachers (i.e., English-native speakers and English-non-native speakers, the Arabs) toward the currently used reading strategies in their classes. Moreover, the study attempts to identify the possible limitations in using these strategies effectively. Several researchers such as Mart (2012), Songsiengchai (2010), Farrell (2001), Acosta and Ferri (2010), Zare (2013), Ash-Shareef (2010) and Alsamadani (2012) have investigated the factors that lead EFL students to lose interest while reading English because those students do not understand what they read (Arnold, 2009). This in turn, usually leads to reading becoming frustrating and unpleasant. Many researchers in this area indicated that most EFL students face reading problems because they lack knowledge and awareness of how to apply reading strategies

(Schiff & Calif, 2004). Therefore, the EFL students should master adequate reading strategies to build the meaning of the text. Although the role of language arts teachers is paramount in enhancing students' reading skills, few studies have been conducted in the UAE to explore the perceptions of those teachers in teaching ESL/ EFL successfully in the UAE context such as (Malcom,2009 ; Palmer,2013; Alsheikh,2014; Abu Al Khair, 2014).

1.3 Aim of the Study

The aim of this study is to investigate teachers' perception of the strategies used in teaching the reading skill to cycle two students and to identify the factors that limit the students' use of those strategies. Another purpose is to examine if there is any significant difference between native English teachers and non-native English teachers in the use of those strategies and the factors limit the use of those strategies. The study therefore investigated:

1. The strategies English teachers perceive to use in teaching reading.

2. The factors English teachers perceive to limit the use of reading strategies.

3. Examine any difference between the views of native English speaking teachers and non-native English speaker teachers about the use of reading strategies.

4. Examine any difference between the perceptions of native English speaking teachers and non-native English speaking teachers about the factors that limit the use of reading strategies.

1.4 Research Questions

Acquiring good reading skills is an essential stage for good language learning. The questions that the study is going to answers are:

1. What strategies do English teachers perceive to use in teaching reading?

2. What factors do English teachers perceive to limit the use of reading strategies?

3. Is there any difference between the views of native English speaking teachers and non-native English speaker teachers about the use of reading strategies?

4. Is there any significant difference between the perceptions of native English speaking teachers and non-native English speaking teachers about the factors that limit the use of reading strategies?

1.5 Significance of the Study

This study aims to focus on the importance of teaching reading skills to Grade 6-9 students as an important stage for acquiring a foreign language. The findings of this study would help ADEC, along with the English teachers, and students themselves.

English is the lingua franca and dominant oral and written communication language, worldwide. Therefore, many countries decreed English a second language beside their mother tongue. Thus, English reading literacy tends to be the core of curricula to achieve in learning outcomes of the ADEC New School Model. Therefore, English teachers in ADEC schools are committed to raising the level of reading skills of their students based on what they think is the best reading strategies through their experienced and practice. Yet, many teachers might not know how to teach reading skills, or how to use the strategies in practice effectively.

While a plethora of literature can be found on reading strategies, few studies have been conducted on teachers perception on reading strategies in the UAE context (Malcom,2009 ; Palmer,2013; Alsheikh,2014; Abu Alkair, 2014). So, in the UAE context, this study came to fill the gap of (Abu Alkair,2014) which focused on teachers using reading strategies where she examined the gender and experience factors and to fill the gap of Alsheikh's study (2014) which focused only on the perceived use of metacognitive reading strategies on students' reading comprehension.

The researcher believes that this research will pave the way for many teachers in the UAE to be familiar with effective techniques of using reading strategies, through identifying the real problem that limits the effect of the reading strategies. Moreover, this study helps the teachers to be able to review their practice and adopt them. It will also assist specialists, who are in charge of the curriculum and responsible for a book review, to monitor teachers' knowledge and practice to enrol effective strategies that teachers need to achieve the ultimate goal. In addition, the study would be useful for the head of faculties and curriculum inspectors to emphasize on implementing these reading strategies during teaching in class.

1.6 Limitations

This study was implemented in Al-Ain ADEC Office Grade 6-9 public schools only. Thus, it did not reach similar Grade in other ADEC offices in the emirate of Abu Dhabi. It was targeting only reading skills of English as a foreign language (i.e., second language L2). Another limitation was that it focused on the perceptions and not the actual practice in the classroom.

1.7 Definition of Terms

EFL: The acronym for English as a Foreign Language, which mainly focuses on teaching and learning English language in countries where English is not spoken as a mother tongue (Nation, 2009).

ESL: The acronym for English as a Second Language, which mainly focuses on teaching and learning the English language to non-English language speakers in countries where English is spoken as a mother tongue (Nation, 2009).

Metacognition: According to Condrey & Derico (2012) its was defined as an active monitoring and consequent regulation and orchestration of mental processes .

Strategic reading: According to Fakeye & Ogunsuji (2009) its flexible, adaptable, and conscious use of knowledge about reading, and how it works?

Comprehensive Input: According to Krashen (1988) It is the way the second language acquisition taking place, the Input hypothesis is only concerned with 'acquisition', not 'learning' .

Chapter 2: Literature Review

2.1 Introduction

Reading strategies have drawn much attention in educational research. Therefore, a plethora of published scholarly literature in this area has been accumulated over years. Consequently, many scholars in curriculum and instruction methods have stated recommendations to many useful reading strategies for developing reading literacy, particularly in teaching L2 (Goodman,1967; Gibbons, 2002; Nation, 2009) .

This chapter presents a review of as many related works in reading strategies as possible. The review is systematic; firstly it defines the term of reading as proposed by many scholars. It casts light on a theoretical foundation of *reading* as an educational concern. Yet, it discusses instruction methods concerned with reading literacy to present the common reading strategies that the teachers using in their English classes. It draws the possible difficulties encountering the EFL students in mastering their reading skills and abilities, as well as identifying main factors that could limit implementation of the adopted reading instruction methods and techniques.

2.2 Definition of Reading

Reading skill is one of the four basic language skills and it is an important component in language learning. It is considered an active and constructive process. The term *Reading* has been used in various context by many scholars. For instance, Goodman (1992) defined reading as a constructive process, where both the text and

its meaning are constructed by the reader based on the background knowledge and the practices used during the reading process.

However, the analytical skill of the reader may help to develop the necessary reading skill as Brewer and Treyens (1981) used this concept in defining reading as "A multilevel interactive process in which the text should be analysed at several levels starting with the letter to the whole text" (p.209). In addition to processing itself, the reader needs to activate the background knowledge to comprehend the reading text in which it shows that reading is a constructive process.

Reading cannot be a unitary skill, but a completely complex system of blending skills and knowledge. According to Adams (1991), reading is the knowledge, which involves a visual recognition of printed words. Goodman (1967) divided further reading process into three main parts to be considered three main areas of knowledge, that the readers can draw meaning from the text, namely **i**) semantic knowledge (i.e., knowledge of the world), **ii**) syntactic knowledge (i.e., knowledge of the structure of the language), and **iii**) graphophonic knowledge (i.e., the ability to listen to the sounds in words and then write down letters for those sounds).

However, the relationship between *meaning* and interpretation of this meaning into *knowledge* is a longstanding controversial issue among the language scholars. Thus, Antony (1997) argues that the constructing of meaning aims to retrieve the actual knowledge that the learners have. In this case, both meaning and knowledge can be understandable realistically to the receiver. With reference to the mentioned theories, it can be indicated that knowledge and meaning are key components of developing reading. In addition, reading skill is considered an active, constructive and schematic

process in which the learners are processing it as a kind of provided input to understand the target language usage (Ellis, 2005; Vandergift & Goh, 2012).

2.3 Reading Comprehension

Early reading is focused on decoding and pronouncing words correctly. This is a kind of phonetic interpretation, which leads the learner to become a proficient reader enabling to understand the meaning of the words that leads to recognizing the meaning of the text. Comprehension deals more with the hidden information in the text. Anderson and Pearson (1984) defined comprehension in terms of the interaction between old and new information. One phase of comprehension is the matter of how the reader's schema or knowledge already stored in memory and how it functions to interpret new information.

Goodman and Burke (1973) described reading process as a *psycholinguistic guessing game*, where the reader is involved in cognitive processes in understanding and constructing the meaning of the message that the writer wants to convey from the text. The reader starts to guess the meaning by using his prior knowledge. When the reader cognitively interacts in-depth with the text by using particular strategies and techniques, he checks on his guesses whether they are meaningful or not to comprehend the reading text. Goodman (1976) argued that reading is a psycholinguistic guessing game that involves "an interaction between thought and language". In addition to that, Goodman (1976) noted that the reader's psycholinguistic guessing game is based on his syntactic and semantic knowledge of the foreign language. Consequently, comprehension requires the reader to go beyond

the information given. Even simple texts require the reader to go beyond them in order to extract the explicit and implicit meanings in the texts.

2.4 Theoretical Framework

This section addresses some different theories and perspectives focused on the acquisition of the second language (L2) in general, and on the reading skills, in particular. Special emphasis is devoted to key theories, such as the *social constructivism*, *Piaget's Schema* and *Krashen's Natural Appraoch*. However, much light was shed also over the reading models including the bottom-up and top-down.

2.4.1 Social Constructivist Theory

The social constructivist theory stemmed from the Vygotskian's ideas to argue that the cultural dimension can enhance the EFL students in the acquisition of L2 literacy. Since many educators believe that learning a language is a key part of oral and written communication, the theory of social constructivism supports drawing students into an active participation in text events through making them conducting an active dialogue with the texts and the author (Huang, Chern, & Lin, 2009).

Kennedy, et al (2012) mentioned basic principles of this theory as the following (a) children construct knowledge within a socially mediated cultural context, (b) language is a key component in children's appropriation of knowledge, (c) knowledge is constructed most effectively when adults *scaffold*, or support, children's development at appropriate levels, and (d) children acquire knowledge with the assistance of an adult or more experienced peer within a continuum of behavior called the zone of proximal development (p.11).

Vygotsky (1978) recognized this theory as the space between the real level and the potential level acquired by a language learner. Vygotsky proposed a theory of *Zone of Proximal Development* (ZPD), which placed special emphasis on the necessity of identifying the ability and capacity of a learner as a mean to serve in selecting the appropriate tasks, materials and the pedagogical strategies within the context of ZPD. To achieve development in the learning process, some challenges may face the accomplishment of the process; however, it could be achieved by means of providing a particular support for the language learners.

It seems that Vygotsky paved the way for many scholars to research on the ZPD perspectives. For instance, Antonacci (2000) reviewed critically related literature in ZDP to show how Vygotskian perspectives identifying ZPD regarding language learners has caused a significant transaction in teaching reading. This demonstrates in the oriented-reading approach, where the language learners are sorted out in groups for the instructions based on their tested abilities. Thus, the reading material and associated strategies are selected in accordance with the identification of the language proficiency level of the learners. Therefore, the identified level of proficiency in language will be further developed in a constructive way.

Vygotsky (1978) proposed a *scaffolding theory*, where scaffolding means the provision of enough support to the learners during the learning process. This provided support may come from various sources relevant to the actual proficiency level of a language learner. For instance, language teachers are a source of support when they play multiple roles as facilitator, guider, and advisor in the learning process. Moreover, the materials and strategies applied in the classroom are also deemed to be a kind of scaffolding that facilitates the students understanding of the

content. However, Vygotsky extended his own argument that the parents of the learners and other surrounded relatives should also be taken into consideration in scaffolding that impacts on the socio-cultural interaction of the learners.

In the interpretation of *Vygotsky's scaffolding theory* regarding reading skill, is that learning may be manifested in the selective reading material, reading strategies, and instructional methods as kinds of scaffolding on the basis of the students' levels, where the learners are receiving the necessary support provided by teachers to develop their reading skills. Besides the role of the teachers, the instructional strategies and materials, there are other facets of scaffolding such as the external ones including parental involvement, and the internal ones as motivation and interest in which also play significant roles in improving and developing the reading skills. The learners need a lot of support during practicing the reading skills in order to be built up in a constructive way. So, identifying the actual levels of the learners, selecting the reading texts based on their interests as a kind of motivation and then designing the reading strategies and activities to serve the understanding of the reading texts are all deemed to be scaffolding. However, there should be a sense of challenge in these texts, strategies and techniques to cause development in their reading skills. After frequent practices, scaffolding starts to be gradually diminished until the learners can have the ability to construct the meaning of the provided reading texts without any support, thus the development will be surely achieved.

Scaffolding showed its effectiveness as a kind of teaching practice in language learning. For example, a mixed method study carried out by McKenzie (2011) examined how scaffolding is employed to develop ELLs by eliciting teachers' perceptions regarding the use of scaffolding for ELLs and how it affects learners'

reading performances. Fourteen teachers participated through conducting focus group interviews. In addition to that, observation data was collected to identify particular used strategies. Also, Hatch's method was used for coding in data analysis. The main themes extracted from coding were background knowledge, comprehension and evaluation. The teachers' perceptions illustrated the crucial role of scaffolding strategies in building up the targeted language basis. Moreover, both pre and post-test were implemented to score the learners' reading performance before and after employing scaffolding strategies in which 105 Ells' scores were analysed using T-test. The results revealed that there were statistically significant gains in learners' reading performances over 3 months of instruction.

2.4.2 Piaget's Schema Theory

Piaget schema theory focused on the essence of building up knowledge and skills in a schematic way. Learners' brains are constructively processing the provided knowledge in which concepts and ideas are organized in a connective and meaningful way (Ormrod, 2011). In order to have an effective schematic building, there should be a gradual flow of knowledge starting with the activation of the learners' prior knowledge, then identifying the gap and initiating in building up the new one. The techniques and strategies used in bridging the gap between what the learners had in their minds and what they need to know will be selected based upon their levels, needs and interests (Ormrod, 2011). When we come to the reading skill, Goodman (1976) identified reading as a cognitive process when he called it as a psycholinguistic guessing game. Learners cannot construct the meaning of any reading text without activating their prior knowledge in which previous experiences may serve in constructing the meaning of the text. By utilizing some particular

strategies that provoke the learners' potentiality in reading, the coming information will be constructively processed and connected to the previous information to form and shape a clear image regarding the reading provided text (Goodman, 1976). Kim et al. (2006) confirmed Piaget's and Goodman's perspective regarding the reading process in which it needs prerequisites and basic skills that contribute to building up the development of reading comprehension cognitively.

2.4.3 Krashen's Natural Approach

Krashen (1982) stated that the second language is acquired naturally. His natural approach was based on five hypotheses, which are the acquisition- learning hypothesis, the monitor hypothesis, the natural order hypothesis, the input hypothesis and the affective filter hypothesis.

Krashen (1987) identified the input hypothesis as the amount of input that the learners are exposed to whether in oral or written form to help in understanding the target language usage. The more extensive exposure to the target language, the more understanding of the language functions, thus production will occur incidentally (Krashen, 1987). Accordingly, reading is deemed to be as an input-based skill in which learners are being exposed to different reading texts types. Therefore, the understanding of the language will occur naturally through processing the reading texts in a schematic way. Based on that the kinds of materials, strategies and techniques that are selected by teachers has its significance in target language understanding through processing the provided input, reading texts, and putting it into practice. Krashen (1982) Confirmed Vygotsky's perspectives (1978) regarding the importance of creating a supportive and motivated environment in which the implemented materials (input) and strategies must fit the students' levels in order to

achieve developing in target language learning. Trofimovich, Gatbonton & Segalowitz (2007) assured the essential contribution of extensive reading in foreign learners' reading skills, vocabulary repertoire, reading rate and overall proficiency. So, the more extensive reading materials, the more understanding of the language utilization.

Krashen (1982) indicated the importance hypothesis of affective factors, which are motivation, self-confidence and anxiety, in target language learning. He connected these variables with the quantity and quality of the provided input in which input-based skills serve in increasing the learners' motivation and self-confidence and in decreasing their feeling of being anxious when they start to produce the language. Krashen (1982) and Goodman (1976) shared their perspectives in which the target language input like reading is considered as a psychological process in which some internal factors like motivation, confidence and interest may influence its effectiveness whether in a useful or a useless way. Shehu (2015) pointed out that there are several factors that influence reading comprehension. These factors are externally related to the created environment which confirms Vygotsky's perspectives and the internal ones related to the motivation and learners' levels of interest like what Krashen referred to as affective factors.

2.5 Reading Process

Reading has been considered as a cognitive activity that largely takes place in the mind (Weir and Urquhart, 1998) therefore; reading has been a key interest of cognitive psychologists. They are interested in examining the models of the reading process as it is thought and the way it constructs in the mind. These models are the bottom-up model, the top-down model and the interactive model.

2.5.1 Bottom-Up Model

The bottom-up model depends on decoding meaning from the printed text. Brown (1994) avowed that readers "recognize linguistic signals, and use linguistic data processing mechanisms to impose some sort of order on these signals" (Brown, 1994, p. 284). Weir and Urquhart (1998) argued that bottom-up approaches start with the text or bits of the text. As, in Gough's (1972) model, the reader instigates with the letters, to gain information through becoming a decoder, where the reader converts the sequence of letters into phonemes. This sequence is helping the reader to produce a lexicon or a word.

The reader then proceeds in the same way to have a sentence. Therefore, reading is considered a process of exact identification of letters, words, and ultimately sentences. In a text, the smallest units of language are identified first, and these are connected to form the highest unit (letter to words to phrase to sentence, etc.) (Wang, 1998; Carrell, 2002). Therefore, this model refers to build up meaning from the smallest unit to the largest once. Then the reader will use their background knowledge to build up meaning.

2.5.2 Top-Down Model

The top down model is the opposite of bottom up model. The top-down model begins with the largest unit, the whole text. Although, Weir and Urquhart (1998) mentioned it is impossible to see how a reader can begin by dealing with the text as a whole, and then proceed to smaller units of the text, the term 'top-down' refer to approaches in which the expectations of the reader play a key role in the processing of the text.

Goodman (1976) then offered a top-down model of the reading process where he described reading as "a psycholinguistic guessing game, involving an interaction

between thought and language" (p. 498), and he viewed the construction of meaning of a text is "a cyclical process of sampling, predicting, testing, and confirming". Goodman believed that the readers use selected data from the text to confirm their prediction through reducing the amount of data needed and use the readers' language knowledge, whichever syntactic or semantics, to guide their guesses. According to Segalovitz et al. (1991), it is concerned with the integration of textual information and including resolving ambiguity in the text, linking words with their integrating propositional units across sentences, generating and updating schema or representation of the text as a whole and integrating textual information with prior knowledge".

2.5.3 Interactive Model

This model combines the bottom-up and top-down models' features in which it considers the learners' levels, interests and backgrounds depending on the kinds of the provided reading texts and their purposes in language learning (Aebersold & Field, 1997). McRae (2012) mentioned that the interactive model is the most frequent model that is used by teachers to achieve better improvement in different areas in reading. In addition to that Verhoevan & Perfetti (2008) mentioned the effective usage of the interactive model through stating the following:

Interactive models of reading suggest that bottom-up and top-down processes are active simultaneously. Multiple models have been posited that similarly describe the reading process in this manner with variations regarding the actual subcomponents detailed, the import of each and the relationships between them, and the timings of interactions (p. 299).

2.6 Integrated Reading with Other Skills

Considering reading as an input-based skill, we can see how it influences the building up of the learners' target language knowledge, thus facilitate the development of output-based skills. Nation (2009) confirmed the importance of four strands in second language learning through integrating the input based skills (listening and reading) with the output-based skills (speaking and writing) in which the input-based skills aids in processing the target language in a cognitive and constructive way until the learners reach the productive stage. However, most EFL learners considering reading as an academic subject matter in which the degree of reading proficiency reflects their academic dealing of the reading text (Alber-Morgan et al. (2007) & Ness (2007).

A study carried out in Korea by Cho and Griffer (2015) to investigate the impact of integrated reading and writing instruction on reading comprehension and summary-writing abilities. Ninety-three students from a middle school in Korea participated in the study in which sixty-nine students from different levels of proficiency were the experimental group who received the integrated instruction, while the remainder was the control group. The results of the study found out that the students showed their positivity regarding the use of integrated instruction. Moreover, the intermediate and advanced level students showed a significant development in their reading comprehension and writing, while no improvement was found in beginners.

Integrated reading with other skills has many advantages in which diversity in language learning will be achieved through engaging students in an interactive relationship between the productive and receptive skills. Accordingly, it assists in students' acquisition of the target language by providing learners with different

strategies that serve integration. In addition to that, teachers will shift from the traditional style in which the skill was taught separately to the modern integrated style of learning the second language (Zhang, 2009)

A review written by Mart (2012) focused on the importance of reading in developing speaking skills. The study illustrated the utilization of reading as a kind of the main resource to serve in improving oral communication skills. It is considered as a kind of rich input in which the vocabularies repertoire is nurtured by it. Thus, it assists in language production in which learners can express orally using the acquired words from reading. This view confirmed Krashen's (1982) perspectives regarding the essential role that input plays in language learning.

Based on the above mentioned studies, it can be indicated that using reading by itself will not develop second language learning and will not show the effectiveness of reading as a skill in building up the target language. The effectiveness of reading as a kind of input appears when the integration of other skills occur in which developing the language skills are like a chain.

2.7 Reading Strategies and Teachers' Perception

Reading strategies are the activities and techniques that are selected, designed and implemented based on the learners' level to serve in reading comprehension (Gibbons, 2002). Songsiengchai (2010) identified the reading strategies as mental and cognitive activities that readers utilize to extract the purposive information and thus constructing meaning from the text is occurred. Farrell (2001) confirmed that the utilization of reading strategies is deliberate, intentional and conscious processes in which the main purpose is to gather information and construct the meaning.

Moreover, using reading techniques are deemed information-processing techniques that contribute to reading comprehension (Farrell, 2001).

Reading strategies are categorized into three stages, which are: before, during and after reading in which each stage helps in building up reading comprehension of the provided texts (Gibbons, 2002). The before- reading strategies are used as a kind of brainstorming in which it activates the learners' prior knowledge to check their knowledge repertoire related to a particular text. For example, predicting from a key illustration, words, and title, reader questions, storytelling, and sharing exiting knowledge are deemed pre-reading strategies that provide a guidance for the learner to start understanding the main concepts and ideas pertinent to the text.

During- reading activities in which the readers are actively engaged in the text, serves in-depth in building up the aimed meanings. For instance, Modelling, skimming, scanning, rereading for details, discussing ideas in a group, rephrasing ideas, pausing and predicting, shadow reading, and reading aloud. After-reading strategies are designed based on that learners have the ideas of the text through applying the while-reading strategies. Therefore, these strategies will provide opportunities for the learner to deeply process the information of the text and to interact with the text in which comprehension could be demonstrated, like story innovation, rewrite the new ending, reflecting, and summarizing the main ideas (Gibbons, 2002). The importance of utilizing reading strategies in a comprehensive way helps in improving the reading skill in a constructive style (Harvey & Goudvis, 2007; McNamara, 2007; Yang, 2006).

A study conducted in Colombia by Acosta and Ferri (2010) examining the usage of reading strategies in developing higher thinking for reading comprehension in public

school eight graders. The strategies implemented in this study were a prediction, prior knowledge, graphic designers and questions. Data were collected from the students and teachers' perceptions regarding the utilization of these strategies by using attitude and rating checklist. The results of the study illustrated that using such of these strategies helps in developing reading strategies.

Another study carried out by Zare (2013) determining the frequency of reading strategies usage based on gender differences. Moreover, this study focused on the relationship between reading strategies usage and reading comprehension achievement. Eighty Iranian EFL learners participated in which they are selected by cluster random sampling. A reading strategy inventory and a reading comprehension test were used as data collection tools. The data were analysed through descriptive statistics to determine the frequency of strategies implemented by learners. Independent sample t-test was applied to find out how the use of strategies varied based on gender. Also, Pearson coefficient correlation was used to discover the degree of association between reading strategy use and reading comprehension achievement. The findings of the study exposed that Iranian EFL learners can be classified as medium strategy users. Also, there is no significant difference in the use of reading strategies between male and female learners. Moreover, the use of reading strategies had a strong positive correlation with reading comprehension achievement.

A qualitative study took place by Ash-Shareef (2010) investigating Saudi teachers' perceptions in using reading strategies to improve their learners' reading comprehension and their classroom practices. A questionnaire was used to collect data from 38 English Saudi teachers. The findings revealed that most teachers are frequently using reading strategies in improving reading comprehension.

Alsamadani (2012) likewise conducted a study to explore EFL Saudi teachers' attitudes regarding reading strategies as well as the actual practice of strategies in reading classes. The study results showed that teachers were aware of cognitive reading strategies importance, yet they weren't certainly aware of the metacognitive strategies on the basis of the students' levels. Hence, it affected their ways of teaching reading in classes.

A study was conducted by Alsheikh (2014) to explore the perceived use of the metacognitive knowledge and reading strategies on n=390 UAE high school students when reading in English and Arabic and actual use of those reading strategies. Qualitative and quantitative results reported that the students use all strategies in the reading survey, as the participant relied deeply on translating English text into Arabic. The study recommended direct and systematic teaching reading strategies.

To conclude what has been stated before, it can be inferred that using reading strategies in the classroom showed its influences on developing reading comprehension, particularly, for EFL learners. The abovementioned studies displayed how students and teachers' perceptions regarding the use of reading strategies were very positive and effective in developing reading skills and students' understanding of the reading texts.

2.8 Hindering Factors in Implementing Reading Strategies

Actually, reading is a very complex skill in which EFL learners are facing some difficulties when practicing it. Reading as a kind of input must be nurtured for EFL learners to develop other productive skills. Other factors may decrease the effectiveness of reading strategies and thus limit the development of reading skills.

For example, a study conducted in Albania by Shehu (2015) investigating the factors that influence reading comprehension achievements. One hundred and fifty students participated and were selected from different high schools. Data were collected through a questionnaire in which the students provide their opinions regarding the internal and external factors related to the reading comprehension achievement. The internal factors were motivation and interests, while the external factors were reading materials, questioning strategies and teachers' instructions. The findings illustrated that most students were not fully motivated and interested in reading in which there is no strong desire to read extensively English text. The external factor that affects reading comprehension achievement is the kind of strategies implemented in the classroom in which it may limit the students' understanding of the reading text.

A study by Owusu-Acheaw (2014) in Ghana investigated the reading habits among students and their impacts on their performances. The data are collected through distributing questionnaires to schools to see the students' perceptions regarding the habit of reading. The findings revealed that 81.9% of the respondents did not read novels and fiction while 62.0% of the respondents read only for the academic purpose to pass exams. Reading habit as a kind of internal factor depends on the degree of interest and motivation that the learners have. This is exactly as Shehu (2015) confirmed the importance of internal factors in developing reading skills. Chettri & Rout (2013) Stated that the lack of reading habit will cause reading difficulties in language learning in which other language skills will not be developed.

The class size may also be considered as one of the hindering factors that limit using reading strategies in improving reading skills. In the UAE context, the number of students in many classes is over thirty which influences their performances and the

teachers' pedagogical implementation (ADEC, 2016). A study proceeded by Shin & Raudenbush (2011) investigating the effect of classroom size on students' achievement in reading, math, listening and word recognition skills. Data were analysed by Tenessee's Student/Teacher Achievement Ratio in which teachers and students were selected randomly. The results illustrated that the reduction of class size contributes to improving students' reading, math, listening and word recognition skills. Based on that, it can be pointed out that classroom size is one of the external factors that may influence reading comprehension improvement in which creating a well-organized atmosphere for learners will boost them to perform in a developed path. Castello (1992) pointed out that the students in small classes achieve more than those in large classes. Also, Achilles (2003) confirmed Castelo's perspective in which the reduction in class size assists in developing students' achievement in general and reading achievement in particular. Moroever, Nunan & Lamb (1996) stated that:

> Many of the classroom management problems experienced by teachers working in unfamiliar cultural contexts arise from a mismatch between the roles and expectations of the teacher and those of the learners. In some cases, the mismatches and resulting management problems are a result of a clash of educational values and perceptions (for example, when teachers see themselves as facilitators, while students see them as dispensers of wisdom)." (p.11)

The lack of language proficiency is deemed to be an obstacle that limits effectively applying reading strategies. A study by Fan, (2010) in Taiwan investigating the Collaborative Strategic Reading on 110 Taiwanese university students from two intact classes who had low-intermediate to intermediate level of English. The findings indicated that implementing comprehension strategy instruction for one semester may help learners adopt some degree of strategic reading behaviours, but it takes long-term efforts and practices for EFL learners to develop significantly their strategic reading abilities. Therefore, the period length is necessary for students. Accordingly, students' level of language proficiency is considered as a factor that limits the effectiveness of reading strategies. It gathers between both the internal and external aspects in which having a strong potential will serve in developing language proficiency besides the external factors including pedagogical strategies and selective materials. As what have been stated before in Cho and Griffer (2015) that beginning learners did not show any kind of development when implementing some reading strategies integrated with writing skill. Krashen (1987) confirmed the significance of having enough input basis to learn the language usage in which beginners will not display any kind of development in reading if they do not build up their basics in the targeted language.

The students' misbehaviours related to the cultural differences between the students and instructors have it implications in second language learning. Nunan & Lamb (1996) stated that cultural difference influence on students' performances in class when teachers are teaching in a context that is completely different from their original ones. A study implemented by Palmer (2013) investigating the different cultural backgrounds existing in the classrooms in the UAE context. It addressed the

issue of native speaker teachers who come to new teaching context and encounter cultural misunderstanding in which it influences on second language learning strategies. It focused on the cultural conflict, which happens between the native teachers and Arab students at two university EFL programs. Data were collected by conducting questionnaires and interviews regarding teachers' and students' attitudes of the cultural differences. The finding revealed that native teachers and Arab students hold different values regarding some areas while second language learning including the selected materials, discussions, and types of selected topics. Moreover, Soares (2007) stated the importance of clear language between the teachers and the students in the classroom context which serve in learners' development in the learning process.

An important point to realize from Palmer's (2013) study is that the cultural conflict caused in classrooms between the native instructors and Arab students may lead to misbehaviours acted whether by students or by teachers themselves because of misunderstanding of the conveyed meaning. Syed (2003) referred to that as a serious factor that may cause different gaps in language learning, particularly, in the Arab Gulf area.

In contrast, another study applied by Alseweed (2012) investigating students' perceptions regarding the influence of native teachers in comparison to non-native teachers in Suadi Arabia in Qassim University. One hundred and sixty nine male novice students were selected to respond to questionnaires and interview questions. The result displayed that there was a significant difference in favour to native speaker instructors. Moreover, the study showed the preference for native speakers' style of teaching because of the high level of their teaching strategies.

To wrap up, it can be inferred that both of the studies conducted by Palmer (2013) and Alseweed (2012) in the same context (Gulf area) with the same level of participants, who were university students and native speaker instructors, with the same data collections to investigate teachers and students' perceptions regarding cultural differences in classrooms. However, the results gave two opposite directions.

First language interference has left its influence in language learning. A study about Arabic (L1) interference in reading English texts (L2) was conducted in the UAE by Malcolm(2009) which investigated a hundred and sixty Arab- speaking medical students' awareness of reading strategies. The study reported that the students used translation strategies from English to Arabic with low English proficiency; new students reported more translation than the senior students did. This can be referred to the low language proficiency and the lack of vocabulary. Moreover, word to word translation weakens reading comprehension in which conveying the targeted meaning may not be achieved. According to Shehu's classification (2015), it can be considered that the first language interference is an external factor as a part of the learners' culture that has its impact on their second language learning.

While another contradicted study carried out by Seng (2006) in Malaya investigating the reasons for using the first language while reading English language texts on the basis of reading strategies usage. Four students were placed in a group and were asked to think aloud while they are reading and using their reading strategies to understand the provided texts. Data were analysed based on thinking aloud protocol. The results revealed that the first language was used by all students during reading. Moreover, the main reasons for using L1 in reading L2 texts were it facilitated words

and ideas-related difficulties and it reduced the affective barriers and provided confidence in dealing with L2 text in a comprehensive way.

Based on the aforementioned studies, it can be pointed out that some factors hinder the usefulness of reading strategies. Hence, their reading comprehension will not be developed. The selection of the reading strategies must be based on the levels of the learners' language proficiency, their needs and interests to demonstrate their usefulness in the targeted language development. Also, we can forget other external factors that may hinder the implementation of reading strategies like cultural conflict in the classroom and first language interference.

2.9 Summary

To sum-up what has been argued in this chapter, it can be pointed out that reading skill is a very complex, active and constructive process. Different studies focused on how reading comprehension can be achieved and developed via implementing particular reading strategies. EFL learners are suffering from developing their reading strategies regarding some specified factors that limit improving reading skill in an effective way to achieve reading comprehension. The gaps that this study concentrated on were teachers' perceptions regarding the degree of effectiveness of reading strategies in the UAE, particularly, for cycle 2 learners, and teachers' perceptions regarding the difficulties that might limit the implementation of these strategies in an efficient way.

Chapter 3: Methodology

3.1 Introduction

This study examines the perception of Cycle two English teachers' perceptions regarding the strategies they use to develop their student reading skills, and examine if there are significant differences between Native English speaking teachers and non-native English speaker teachers about the use of reading strategies. Another goal is to investigate the factors that may obstruct the effective use of reading strategies in reading classes. The purpose of this chapter is to describe the design and methodology used in conducting this study. This chapter will include the Research Design, Participants, Data collection instruments, Data analysis.

The study is trying to answer the following research questions

1. What strategies do English teachers perceive to use in teaching reading?

2. What factors do English teachers perceive to limit the use of reading strategies?

3. Is there any difference between the views of native English speaking teachers and non-native English speaker teachers about the use of reading strategies?

4. Is there any significant difference between the perceptions of native English speaking teachers and non-native English speaking teachers about the factors that limit the use of reading strategies?

3.2 Research Design

The literature review showed the importance of using reading strategies in teaching reading to EFL learners. To attain close and rich data about participants' perceptions, of reading strategies and the factors that obstruct the effective use of reading

strategies in the classroom, I utilized for this study a quantitative research design.

The quantitative questionnaire was the most effective method to collect data (Gawler, 2005). In order to answer the research questions, the researcher developed a questionnaire to examine the perceptions of 230 grade 6-9 English teachers in one of the educational regions of the Emirate of Abu Dhabi to investigate participants' demographic information and to explore teachers' perceptions.

3.3 Population, Sampling and Participants

3.3.1 Population

The total population in this study includes all 6th -9th grade teachers from ADEC governmental cycle two schools in the Emirate of Abu Dhabi. The reason for choosing cycle 2 English teachers is the emphasis that was placed on high stakes standardized testing in reading for PISA literacy at student's age between 13 and 15. This exam requires students to acquire high reading skills. Another reason was that the researcher herself is teaching in a cycle two school. The population included non-native English speakers (Emirati local and from other Arab countries) and native English speakers (Westerners).

3.3.2 The Sampling Technique

For the purpose of this study, the researcher selected the sample utilizing two techniques, purposiveness and accessibility. Purposive sampling refers to the deliberate selection of individuals to participate in a study (Silverman, 2011) to achieve variability in the data. Participants are Non-native (locals and Arabs) as well as native English-speaking teachers employed by ADEC as part of the New School

Model (NSM) for Cycle 2 in one of the educational regions of the Emirate of Abu Dhabi schools; whether in rural or urban schools.

The researcher lives in the Emirate of Abu Dhabi, so could easily get to schools in the same area to conduct the study. The sample schools selected are 40 schools divided into 18 schools for boys (48.8%) and 22 schools for girls (51.2%). The sample teachers were 211 consists of 103 male teachers (48.8%) and 108 female teachers (51.1%), as shown in Table 1.

Table 1: Distribution of Cycle 2 public schools according to gender

	Urban	Rural	Total
Boys'	7	11	18
Girls'	11	11	22
Total	18	22	40

The researcher considered rural schools that locate more than 30 kilometres away from the city centre. Rural schools are usually small and hold all 3 cycles, whereas urban schools are larger but hold only one cycle in each building. The participants of this study were selected from a total population of about 230 teachers distributed throughout 40-cycle two schools in one of the educational regions in the Emirate of Abu Dhabi.

Participants of the study were male and female teachers with different years of experience in teaching reading, and with different educational background and educational level starting from the bachelor. They were informed of the importance of their participation and the researcher got their agreement for being part of the research. 230 questionnaires were distributed to all the 40 cycle two schools at the

Al-Ain region, though only 211 questionnaires were answered and collected. The

researcher purposely chose teachers with a range of teaching experience and

backgrounds to study, as shown in Table2.

Table 2: Native and Non Native Divided by Gender

	Native Teachers	Non-Native Teachers	Total	Present
Males	45	58	103	48.8%
Females	49	59	108	51.2%
Total	**94**	**117**	211	100%

3.4 Instrumentation

The study employed a questionnaire as a data collection instrument.

3.4.1 The Questionnaire

The main instrument in this study is a questionnaire. Questionnaires are an effective

instrument to collect data in order to answer research questions. According to Kelley,

Clark, Brown & Sitzia (2003) questionnaires are the most suitable instrument for

quantitative research data collection for numerous reasons; short time, low cost, and

the validity where the participants will feel free to answer the questions. In addition

to that, it helps researchers to include a a large number of people which can be the

populations.

The questionnaire was designed and written by the researcher, thereafter given to six

members of a panel of trusty committee members from the university to check its

validity. Useful comments from the members were taken into consideration to come

up with the final questionnaire instrument.

The questionnaire was developed in the light of the research questions. The content of the questionnaire was developed by referring to studies from the literature review that demonstrates the importance of reading strategies in teaching reading, studies that focus on using reading strategies for better understanding as well as factors that obstruct the implementation of those strategies. The researcher wants to know the different perceptions of native and non-native English teachers in ADEC schools; whether they are with the reading strategies, they apply in their daily practice or they have a different perception.

The questionnaire was divided into two sections; the demographic section of the questionnaire included five items related to teachers' gender, first language, qualifications, years of experience and the type of school in which they work. The demographic questionnaire was revised thoroughly by the researcher and the thesis advisor in order to reach a format that would facilitate collecting as much information as needed, in a short period. It took participants approximately one minute to answer the demographic questions.

The other section of the questionnaire consists of 29 statements, which were divided into two themes based on the research questions, including questions to investigate teachers' perception in using strategies to teach reading and the factors hinder the reading strategies usage in class. The researcher used Likert-five points scale for all the questions, which consist of multiple questions, and statements that can be answered according to the following scale: 5= Strongly agree; 4= agree; 3= neutral 2= disagree, and 1= strongly disagree.

In the first section, items (1 − 20) reflect questions of the first theme, about the reading strategies English teachers, apply when teaching reading comprehension, including pre-reading, during and post-reading strategies. Teachers' concerns, which represent the second theme, are covered in the second section. This section includes 9 items (21-29) about the factors that limit the implementations of the mentioned strategies. These factors relate to time, supporting materials, language proficiency, class size, and lack of reading habits, students with special needs, students' behaviour, first language interference and the lack of reading computer programmes.

3.5 Validity and Reliability

Validity is a measure of the degree to which the instrument is intended to measure. Reliability, on the other hand, is a measure of the degree to which the same analysis procedure is likely to give consistent results (Kelley, et al, 2003).

To insure validity, permission from ADEC was received before distributing the questionnaire in Al Ain schools. The draft questionnaire statements and questionnaire format were shared with a panel of six university professors, who are specialized in Education leadership and Curriculum Instruction at UAE University. They agreed that the items were many and some items where redundant. In response to the feedback from the panel members and thesis advisor, the number of items in the questionnaire where modified and reduced from 39 items to 29 based on the feedback received to determine the validity of the tool, the format was adjusted as well.

To insure relibility, Cronbach's Alpha Coefficients of this research instrument were obtained by calculating the 20 strategies and the 9 limitation factors. It showed that

the scores of the questionnaire were reliable since it was 0.82, which is between the

degree of significance below and above one, as shown in Table 3.

Table 3: Cronbach's alpha reliability test

Category	Cronbach's Alpha	N of Items
Part A strategies	0.85	20
Part B limitation factors	0.76	9
All items	0.82	29

3.6 Data Collection

After confirming the questionnaire format with the advisor, the researcher received a

letter from the College of Education at the UAE University to contact Abu Dhabi

Education Council. The researcher then contacted Abu Dhabi Education Council to

get the permission to distribute the questionnaire to the schools and to collect

statistics regarding the number of cycle 2 schools. This process took two weeks.

ADEC sent an excel sheet to the researcher by email. This sheet included names of

schools, their locations, and phone numbers. This process was completed by

December 2015.

Because of a large number of schools, it was recommended that the researcher

appoints a trustworthy courier to conduct the questionnaire in the schools. In order to

make the distribution process easy and applicable, the researcher specified an

envelope for each school. The name of the school and the number of English teachers

were written on the cover of each envelope. A copy of the permission letter received

from ADEC was attached to each envelope. Excel sheets with names, locations, and

phone numbers of the schools were given to the courier so he could reach them easily. The messenger was completely directed to the nature of the questionnaire and the way to administer it.

The questionnaire confidentiality was assured by first, informing the participants that their responses would be anonymous to protect their privacy, and second, all questionnaires were kept in a locked cupboard at the researcher's office. Each participant spent approximately 10 minutes completing the questionnaire. The courier collected the questionnaires from each school and brought them back to the researcher. Out of 230 copies that were distributed to the participants, only 211 were valid. Nineteen copies were excluded since participants did not mark their choice.

3.7 Analysis Procedures

Data analysis for the questionnaire items was performed by using the Statistical Package for the Social Sciences (SPSS) in order to obtain descriptive statistics, (means and standard deviations). The data was converted into numbers and conveyed to the SPSS to get descriptive statistics. Also, the same program was utilized to analyse the overall teachers' perceptions regarding reading strategies and to find the different views of native and non-native English language teachers about the strategies and factors that limit implementing those strategies through utilizing the *t*-test. The main justification for using the mean score is to identify the ranking of the questionnaire items. While the use of standard deviation serve in strengthen the reliability of the tool in which the distribution of the values were small which reflects the accurate measurement of the tool. While the aim of using the T-test is to compare between the native English teachers and non-native English teachers.

3.8 Summary

This chapter describes the methodology of this study to investigate teachers' perception of reading strategies and the different views among English teachers in ADEC cycle 2 schools. The study was conducted using 211 participants of the whole population. The participants were diverse in terms of gender, level of education and experience in teaching English. A questionnaire was used as productive tools to collect data. To obtain descriptive statistics (IBM SPSS) was used. The following chapter presents the results of the questionnaire.

Chapter 4: Data Analysis and Results

4.1 Introduction

The aim of this research study is to investigate the teachers' perceptions about their use of reading strategies to examine if there are significant differences between Native English speaking teachers and non-native English speaking teachers about the use of reading strategies and the limitation factors that hinder the effective use of reading strategies in the classroom in Alain School. The results are presented in tables followed by a description of the results collected by the questionnaire. The chapter will be concluded by a summary of the main results of the four research questions that are stated as follows;

1. What strategies do English teachers perceive to use in teaching reading?

2. What factors do English teachers perceive to limit the use of reading strategies?

3. Is there any difference between the views of native English speaking teachers and non-native English speaker teachers about the use of reading strategies?

4. Is there any significant difference between the perceptions of native English speaking teachers and non-native English speaking teachers about the factors that limit the use of reading strategies?

4.2 Results of Research Question One

The first research question is "What strategies do English teachers perceive to use in teaching reading? To answer this question, descriptive analysis was used including the mean scores and standard deviation of the entire 20 strategies were calculated and presented in Table 4.

Table 4: Strategies for teachers used to teach reading literacy

Statement	Overall Mean	Standard Deviation
1. Set a purpose for the reading	4.62	.543
2. Ask students to look at the pictures to guess the reading topic.	4.59	.605
3. Ask the students to read the title and predict the topic	4.58	.591
4. Ask students to underline or highlight difficult words during reading.	4.50	.686
5. Teach new vocabulary before reading.	4.41	.740
6. Ask students to mention what ideas they learnt from the text.	4.40	.672
7. Ask students to guess the meaning of difficult words from contexts.	4.38	.689
8. Encourage students brainstorm ideas from the title.	4.37	.791
9. Ask students to discuss their ideas in groups.	4.29	.785
10. Ask students to write a reflection about the text.	4.26	795
11. Ask students to extract main points and sub ideas from the text.	4.24	.648
12. Encourage students to use dictionaries during reading.	4.21	.830
13. Encourage students to elaborate and discuss ideas about the text.	4.19	.759
14. Ask students to skim the text and write down the main ideas.	4.18	.798
15. Ask students to read aloud to check fluency and pronunciation.	4.16	.788
16. Rephrase difficult sentences or concepts found in the reading text.	4.13	.797
17. Ask students to read silently and respond to questions.	4.12	.862
18. Ask students to write a new ending to the story.	3.98	.872
19. Ask students to write some questions they might have answers in the text.	3.97	.798

20. Ask students to give a written summary of the text.	3.91	.884
21. Total average	**4.079**	

Table 4 shows that the English teachers' responses regarding the use of reading strategies are high with an overall mean score of all the strategies (M = 4.079). The mean scores of the 20 items mentioned in Table 1 ranged between (M=4.62) and (M= 3.91) which is generally high. The strategy with the highest mean score was Reading strategy number 1, "*Set a purpose for the reading*" with (M= 4.62).

Four of the highest five strategies used were pre reading ones and one was for during reading strategies "*Ask students to underline or highlight difficult words during reading*" with a (M= 4.50). The highest five strategies had a mean score higher than (M = 4.40). In contrast, the lowest three strategies that had mean scores below mean score (M = 4).

Two of the lowest strategies were after reading strategies and one was pre reading one. Also, the lowest mean scores were a round (M = 4) and respectively (M = 3.98), (M = 3.97), and (M = 3.91) which was strategy number 18 "*Ask students to give a written summary of the text*" Most of the remaining strategies were at the medium range.

4.3 Results of Research Question Two

The data collected for the second research question is about the factors teachers perceive to limit the use of reading strategies. (See Table 5). Table 5 shows that the average mean score of English teachers' responses regarding the factors teachers

perceive to limit the use of reading strategies was ($M = 3.94$). The mean scores of the 9 factors ranged between ($M = 4.36$) and ($M = 3.42$). The highest scores of the three factors that hinder the use of reading strategies were "Lack of the habit of reading"; "Students' language proficiency, and "Large class size" with a mean score ($M = 4.36$), ($M = 4.25$), ($M = 4.09$), respectively. In contrast, the lowest three factors were "Lack of reading computer programs", "Class time limit" and "Lack of supporting materials" with mean score ($M = 3.42$), ($M = 3.79$), and ($M = 3.80$), respectively.

Table 5: Factors which limit the use of reading strategies

Statement	Overall Mean	Standard Deviation	Rank
1. Lack of the habit of reading.	4.36	058	1
2. Students' language proficiency.	4.25	.059	2
3. Large class size.	4.09	.078	3
4. Students' misbehaviour.	4.07	.075	4
5. Including students with special needs.	3.88	073	5
6. First language interference during reading activities.	3.88	.065	5
7. Lack of supporting materials (e.g. Worksheets)	3.80	.084	7
8. Class time limit.	3.79	.073	8
9. Lack of reading computer programs.	3.42	.071	9
Total average mean score	**3.94**		

4.4 Results of Research Question Three

The data collected for the third research question is the difference in the views of native speakers' teachers and non-native speakers about teaching reading strategies, is shown in Table 6 in which the mean scores were compared and the degree of significance was shown.

Table 6 shows that there were statistically significant differences in 6 strategy items. The 6 strategies were "Teach new vocabulary before reading"; "Set a purpose for the reading"; "Ask students to read silently and respond to questions." "Encourage students to use dictionaries during reading."; "Rephrase difficult sentences or concepts found in the reading text." and "Ask students to write a reflection about the text."

Table 6: Difference in the use of reading strategies between ENS/ENNS teachers

Statement	Overall Mean	ENNS Mean[§]	ENS Mean[¶]	T. Test	Sig. Difference
1. Teach new vocabulary before reading.	4.41	4.22	4.63	-4.129	**.032***
2. Set a purpose for the reading	4.62	4.70	4.52	2.458	**.000***
3. Ask students to look at the pictures to guess the reading topic.	4.59	4.65	4.53	1.439	.047
4. Encourage students brainstorm ideas from the title.	4.37	4.48	4.24	2.219	.936
5. Ask students to write some questions that might have answers in the text.	3.97	3.99	3.99	.398	.726
6. Ask the students to read the title and predict the topic	4.58	4.62	4.54	1.026	.867
7. Ask students to skim the text and write down the main ideas.	4.18	4.27	4.08	1.664	.744
8. Ask students to read aloud to check fluency and pronunciation.	4.16	4.02	4.34	-2.984	.218
9. Ask students to read silently and respond questions.	4.12	4.26	3.95	2.647	**.004***
10. Ask students to underline or highlight difficult words during reading.	4.50	4.44	4.58	-1.472	.201
11. Ask students to guess the meaning of difficult words from contexts.	4.38	4.49	4.24	2.652	.272
12. Encourage students to use dictionaries during reading.	4.21	4.20	4.22	-.198	**.001***
13. Rephrase difficult sentences or concepts found in the reading text.	4.13	3.97	4.33	-3.348	**.039***
14. Ask students to discuss their ideas in groups.	4.29	4.23	4.36	-1.153	.651
15. Ask students to extract main points and sub ideas from the text.	4.24	4.22	4.26	-.530	.379

16. Encourage students to elaborate and discuss ideas about the text.	4.19	4.18	4.21	-1.153	.651
17. Ask students to mention what ideas they learnt from the text.	4.40	4.39	4.42	-0.28	.542
18. Ask students to give a written summary of the text.	3.91	3.96	3.84	-0.356	.229
19. Ask students to write a new ending to the story.	3.98	4.21	3.69	0.938	.636
20. Ask students to write a reflection about the text.	4.26	4.23	4.29	4.343	**.017***

*Significance D =>.05

§ENNS= English-non-native speaking teacher   ¶ENS= English-native speaking teacher

The significant differences in two strategy items that are "Set a purpose for the reading" and "Ask students to read silently and respond to questions." were in favour of Non-native English teachers. On the other hand, the significant differences in other four strategy items: "Teach new vocabulary before reading"; "Encourage students to use dictionaries during reading."; "Ask students to write a reflection about the text." And "Rephrase difficult sentences or concepts found in the reading text." were in favour of Native English teachers.

4.5 Results of Research Question Four

Results in Table 7 are the differences in the views of ENS teachers and ENNS about limitation factors. Table 7 shows that there were statistically significant differences in 5 limitation factors only. There is a significant difference in large class size in favour of Arab bilingual teachers and Lack of the habit of reading, Students' misbehaviour, Students' language proficiency and mother tongue interference in favour of Native English speaking teachers. In the other 4 limitation factors, there were no significant differences.

Table 7: Difference in limitation factors

Statement	Overall Mean	§ENNS teacher	¶ENS. teacher	t-Test	Significant Difference
1. Lack of supporting materials	3.80	3.78	3.82	-0.266	.162
2. Large class size.	4.09	4.24	3.91	2.164	**.034***
3. Class time limit.	3.79	3.84	3.73	0.806	.404
4. Students' misbehaviour.	4.07	3.87	4.31	-2.936	.004*
5. Students' language proficiency.	4.25	4.17	4.35	-1.473	.029*
6. Including students with special needs.	3.88	3.73	4.05	-2.197	.162
7. Lack of the habit of reading.	4.36	4.27	4.46	-1.681	**.034***
8. First language interference during reading activities.	3.88	3.71	4.09	-3.002	.003*
9. Lack of reading computer programs.	3.42	3.38	3.47	-0.657	.160

*Significance D =>.05

§ENNS= English Non Native Speakers   ¶ENS= English Native Speakers

4.6 Summary

This chapter provided an overview of the study results regarding the perception of reading strategies, English teachers use when teaching reading skills, the English teachers' responses were high with an average mean score ($M = 4$) of all the strategies about. Also, The responses regarding the factors teachers perceive to limit the use of reading strategies with an average mean score ($M = 4$) of nearly all the strategies. The views of native speaking teachers and non-native speakers (Arabs) about the teaching reading strategies showed statistically significant differences in 6

strategic items. There were statistically significant differences in the 5 out of nine limitation factors as viewed by both types of English teachers. Chapter 5 introduces the discussion and interpretations for these results and ends up with recommendations for English language teachers and for further studies.

Chapter 5: Discussion, Conclusions, and Recommendations

5.1 Introduction

This Chapter presents a discussion on the findings generated from this study. Concluding remarks on the relationship between the research questions and the generated results and findings are highlighted. The researcher suggests some recommendations usable in improving reading strategies teaching. Further suggestions for selecting an appropriate strategy compatible with the capacity of a teacher in delivery reading lessons are given.

Implications for all the stakeholders as administrators, teachers, principals, academic supervisors, curriculum designers, EFL students, and parents are mentioned. Suggestions for a future line of further studies in using effective reading strategies in the context of ADEC EFL classes are proposed. In addition, limitations of the study are acknowledged.

5.2 Discussion

Prior to discussing the results brought forth from this research work, these results were screened out based on their relevance in answering each research question. Four research questions were proposed as follows:

1. What strategies do English teachers perceive to use in teaching reading?

2. What factors do English teachers perceive to limit the use of reading strategies?

3. Is there any difference between the views of native English speaking teachers and non-native English speaker teachers about the use of reading strategies?

4. Is there any significant difference between the perceptions of native English speaking teachers and non-native English speaking teachers about the factors that limit the use of reading strategies?

5.2.1 Discussion of the First Research Question

What strategies do English teachers perceive to use in teaching reading?

Delivery of reading in both English and in Arabic (i.e., bilingual instruction) compounded the problem for the EFL students in mastering their reading skills. In the survey, the in-put of the respondents reflected that they are using intensively various reading strategies with an average mean score of all the strategies (4.0). Such extensive use of strategies might be attributed to the focus of ADEC on reading strategies as a key element in learning processes. Another reason might be due to the awareness of both native and non-native teachers concerning the effectiveness of these strategies as important tools in developing the reading skills of their students.

The effectiveness of using reading strategies has attracted the interest of many scholars (e.g., Farrell, 2001; Gibbons, 2002; Songsiengchai, 2010; Acosta & Ferri, 2010; Ash-Shareef, 2010; Alsamadani, 2012; Zare, 2013) in inquiring into the significance of reading in improving the quality of educational outcomes, and in sharpening reading skill successfully (Zare & Othman, 2013). However, this may be an indication that if the teachers use these reading strategies effectively, the students reading proficiency will be better.

At the same time, the teachers largely use reading strategies in instruction, but not as a part of the process of learning reading. However, many researchers in the area of reading comprehension and literacy have highlighted the importance of teaching

reading strategies in comprehension instruction (Harvey & Goudvis, 2007; McNamara, 2007; Yang, 2006). Another debate among the reading specialists was triggered by the actual causes behind reading weakness of the students, especially in advanced cycles (2 and 3). However, such reading weakness may be attributed to other related factors as confirmed by some researchers like Kim et al. (2006) who noted that the most worrying problems facing middle and secondary school teachers today are that many students come into their classrooms without the prerequisites knowledge, skills, and disposition to read and comprehend the materials placed before them. Consequently, the students are in need of strengthening their basic language skills before joining training sessions on using reading strategies. In addition, some language teachers may claim that they are actually using all the strategies, but not considering the training of their students in using these reading strategies appropriately. Such drawback may be due to such factors as lack of teachers training, and low language literacy level of the students in both Arabic and English. Some researchers in the field confirmed that utilization of reading strategies in learning process could contribute effectively in improving reading comprehension providing the selected strategies should be based upon language levels of the learners to achieve successfully in reading skills and practices. For example, Acosta & Ferri. (2010) stated how prediction, prior knowledge and questioning strategies served in developing reading comprehension when they are implemented in an effective and beneficial way. Ash-Shareef (2010), Alsamadani (2012) & Zare (2013) assured how the frequent use of reading strategies as a major part in developing reading skill contributes to improving the reading comprehension as a cognitive process on the basis of students' levels.

It is beyond dispute that the use of various reading strategies largely depends on the actual language level of EFL students. The language teachers utilize this language level to identify properly their language capabilities in order to select the appropriate strategies that influence effectively the reading skill of their students. This is exactly what Vygotsky (1978) mentioned in the ZPD to reveal the actual gap between the actual level of the learner and that would be expected. Thus, it will serve the learning process to be more constructive.

Accordingly, the reading strategies and reading materials that have been selected based on actual language levels of the students would be considered a kind of scaffolding and in line with what Vygotsky (1978) defined in the ZPD context. In this case, applying a reading strategy is a kind of needed support to scaffold students during their learning process; at the same time, there should be an interest of challenge to achieve development in reading skill. Regarding the pedagogical side, Ormrod (2011) argued that the selection of challengeable and achievable reading strategies and associated material must be implemented in a schematic way in which the prior knowledge of the students should be activated in a constructive way to comprehensibly develop new schemas. Ormrod's statement in a good agreement with Piaget's schema theory in which Reading as a type of input-based skill should cognitively be constructed through connecting what the students have in their prior knowledge with the current exposed and gained knowledge. In the same, Krashen (1982) confirmed his comprehensible input hypothesis that the learners must be exposed to comprehensible reading material and strategies that fit their levels in order to be processed in their minds, thus it will serve their productivity in the target language.

5.2.2 Discussion of Second Research Question

What factors do English teachers perceive to limit the use of reading strategies?

The average mean score of English teachers' responses regarding the factors teachers perceives to limit the use of reading strategies was 4. It is beneficial to concentrate on the highest four factors that hinder the use of reading strategies: ("lack of the habit of reading", "students' language proficiency", "large class size" and "students' misbehaviour"). Viewing the first point "lack of the habit of reading", reports and studies have shown significantly low reading levels in the Arab world. The average reading time for an Arab child is six minutes a year compared with 12,000 minutes in the West, according to the Arab Thought Foundation's Arab Report for Cultural Development (2012). The reading rate of an Arab individual is a quarter of a page a year compared with 11 books in the US and seven books in the UK, according to a study conducted by the Supreme Council of Culture in Egypt (2008). The results of this study are perfectly matching Acheaw's study (2014) conducted in Ghana in which 81.9% of the respondents showed that they did not read novels and 62.0% were reading for academic purposes to pass exams. Based on that, there are some factors which influenced reading habit such as Shehu (2015) who confirmed the significant role of internal factors of interests and motivation in developing reading skills in which the lack of these factors will cause a dilemma in reading development skill.

The second factor is expected since reading is an important factor in the language proficiency. This factor agrees with the finding of some researchers like Alber-Morgan et al (2007) and Ness (2007) who stated that the academic skill that is essential for a student's success is "reading proficiency". Moreover, the kinds of

reading strategies implemented in the class may influence the developing reading proficiency. For example, Chin Fan (2010) indicated in his study that applying reading strategies for low and intermediate levels of EFL learners would take long-term efforts and practices to achieve development in reading comprehension which directly influences the students' reading proficiency. Cho and Griffer (2015) overemphasized that beginners didn't show any kind of development in reading comprehension when the integrated approach utilized with them, thus the lack of reading proficiency was the result.

The third factor which is large class size goes in line with some researchers who confirmed the results of researchers like Castello (1992) indicated that the students in small classes made greater gains compared to those in large classes. Also, Achilles (2003) and Shin & Raudenbush (2011) indicted that the reduction in class size was found to increase students' achievement in general and reading achievement in particular.

The fourth factor is students' misbehavior in which most ENS teachers considered it as one of the factors that limit the effective implementation of reading strategies with a mean of 4.3. This result might be on the basis of cultural differences between the local students and English native teachers. Therefore, confusion and misunderstanding will limit the usage of reading strategies. This result is in line with Nunan's & Lamb's (1996) beliefs who confirmed many of the EFL classrooms problem were related to the cultural conflict caused between teachers and students in which misbehaving and misunderstanding in language learning is the result.

Based on Nunan & lamb quote, an action research project conducted by Soares (2007) confirmed the importance of a clear language used in the class in which

learners will positively behave towards language learning. Palmer (2013) supported Soares' points of view in his study in the UAE context when he revealed that the native teachers and Arab students hold different values regarding some areas in second language learning including the selected materials, discussions, and types of selected topics which affect the students' development in second language learning.

The aforementioned discussions assured the perspectives of Krashen (1987) concerning the importance of providing our learners with an extensive comprehensible input, which serves in building up the understanding of the target language usage. Moreover, the essence of an affecting factor in language is a reading habit, which was highly based on respondent because of the lack of motivation. The student does not have enough motivation and interest to access reading texts and interact with it. This might be due to the kind of materials used, which might be motivational, or the kind of teaching strategies that do not fit the students' level, thus their interests are not to be provoked or stimulated. Lack of the habit of reading as one of the factors that limit the use of reading strategies pertinently connects to the amount of input (reading materials) that are exposed to the learners. Therefore, the foundation of the second factor, which is students' language proficiency, will be as a result of the first factor in which the lack of reading habit prevents learners to being exposed to the target language, thus their level of proficiency will not be improved. As Krashen (1987) argued that the most comprehensible input provided for the learners, the more understanding and building up of the language proficiency. The third factor, which is "large class size", is strongly related to what Vygotsky (1982) said that creating a supportive learning environment will help both the instructor and learners to effectively perform in the learning process. So when the class size is very

large, this will create difficulties and obstacles for both the instructor in selecting the reading strategies, activities, and materials in which considering differentiation will be diminished, and for learners in understanding the provided content in which confusion may occur. Hence the quality of the reading input will not be sufficient for the leaners' need which causes the lack of language proficiency.

5.2.3 Discussion of Third Research Question

Is there any difference between the views of Native-English-Speaking Teachers and Non-Native English Speaking teachers about the use of reading strategies?

The analysis of the survey data revealed that there were statistically marginal differences in six items of the used reading strategies. The six items were **1**) teaching new vocabulary before reading, **2**) set a purpose for the reading, **3**) ask students to read silently and respond to questions, **4**) encourage students to use dictionaries, **5**) rephrase difficult sentences or concepts found in the reading text, and **6**) ask students to write a reflection about the reading text.

Arab bilingual teachers of English favoured two strategies **i**) set a purpose for the reading, and **ii**) ask students to read silently and respond to questions. These strategies are mainly a top-down strategy. Weir and Urquhart (1998) sated that top-down strategies dealing with the reading text as a whole in which the reader plays a significant role in processing the text. According to the results, non-native teachers considered their adopted reading strategies are suitable to the class size. These strategies assist in activating the students' prior knowledge in which reading skill is constructed in a schematic way, such as what Ormrod (2011) mentioned about the importance of constructing knowledge in a schematic way that serves in understanding the provided content. Moreover, when students are asked to use and

link their background information to predict the meaning of the language they are going to read which is thought to be an effective way of processing language (Goodman, 1992).

Some scholarly studies supported the idea that readers can comprehend text based upon a purpose what they read for knowledge, application, and engagement (Ryder & Graves, 1994). Connecting to Piaget's schema theory, these strategies contribute to understanding and building up the new information in a cognitive way (Ormrod, 2011). However, these strategies are not enough to achieve development in reading skill. Activating prior knowledge is something essential, however, build up of new content needs other strategies in which it cultivates the language proficiency; that's why there is a weakness in EFL students' language proficiency.

On the other hand, Native-English speaking teachers favoured another four strategy items **1**) teach new vocabulary before reading, **2**) encourage students to use dictionaries during reading, **3**) ask students to write a reflection about the text, and **4**) rephrase difficult sentences or concepts found in the reading text. Those four strategies are a mix of top-down and bottom-up models.

As for English native speaker teachers, they might know that comprehension depends on the vocabulary presented in the text. In fact, if the students lack the meaning they will stop transferring what has been read to something meaningful, which will discourage them to read more. Ahmadi, Ismail, & Abdullah (2012) indicated that vocabulary learning is closely related to foreign languages and it affects EFL students' reading skills. However, the EMTs lack of Arabic language translating strategy, which was not their choice, whilst bilingual teachers sometimes

take as a choice to clarify ideas and meanings for the students in their mother tongue.

Therefore, EMTs chose dictionaries and rephrasing sentences as an alternative to focusing on reading classes to facilitate reflection, especially for language learners who have problems in language and meaning. This approach aimed to ensure that the students understood what they read in the given text. This may assist students in not only reading and writing but linking also their personal background and ideas to what they have read. Another reason might also be the global training of all the teachers around the world and the UAE context, which has experts from all over the world who are training the teachers to use worldwide strategies.

These strategies have been utilized by native speaking teachers in which they tried to build their students' vocabulary repertoire that serves in understanding the provided reading. However, the other strategies are a highly-levelled performance in which the native speaker almost forget that they are dealing with foreign learners with completely different context. So, writing reflections and rephrasing ideas need students who have well-constructed language proficiency. With reference to the discussion of research question one, the drawback in acquiring reading strategies might exist in the kind of instructions and strategies provided to language learners; this is averse to what is considered the Vygotsky's ZPD in the learning process.

5.2.4 Discussion of Fourth Research Question

Is there any difference between the perceptions of native English speaking teachers and non-native English speaking teachers about the factors that limit the use of reading strategies in the classroom?

There were statistically significant differences in five hindering factors of this study. A significant difference in large-sized class is in favour of Arab bilingual teachers

with an average mean of (4.24), and Lack of the habit of reading in favour of Native English speaking teachers with (4.46). The effect of the class size on the student performance was obviously noticed when ADEC allowed increasing the number of students in the class to be over thirty; such increasing has affected the achievements of the students not only in reading skills but also on pedagogical strategies implemented in the class (ADEC, 2014).

   The lack of reading habit is considered to be more significant than the large class size as factors of limiting the effective usage of reading strategies. This displayed the importance of Krashen's comprehensible input hypothesis (1982) in which learners who are being exposed to enough input resources like reading will reach a time that they can understand the language and produce it naturally. However, the class size issue may slightly influence the functions of reading strategies usage in comparison to reading habit, like when Buorke (1986) confirmed that the class size factor can leave its effect on the students' achievement, but this is not significantly probed. Shin & Raudenbush (2011) investigated the effect of class room size on students' achievement in reading, math, listening and word recognition skills. They confirmed the importance of class size reduction in improving students' achievement in reading, math, listening and word recognition skills.

Regarding the level of proficiency and students' misbehaviour factors, the results showed that they were in favour of native speaker teachers with (4.35) and (4.31), respectively. This indicates the way of thinking of native speaker teachers in which they forget that they are dealing with foreign language learners. Therefore, their identification of the learners' ZPD levels, like what Vygotsky (1982) overemphasized, was based on their own teaching experiences in their hometowns.

In that case, the students' misbehaviour factor will be as result of the cultural differences and the native teachers' attitudes towards the context where they are teaching in. for example, Palmer (2013) explored the issue of cultural conflict when native speaker teachers who come to new teaching context and encounter cultural misunderstanding that affects teaching strategies in second language learning. His study revealed that there were different values between native instructors and Arab students including the selected materials, discussions, and types of selected topics. Correspondingly, Syed (2003) confirmed that:

> Although foreign teachers bring diversity into the classroom, and although some use contextually situated pedagogy, there are wide gaps in the expatriate educators' (especially non-Arabs) knowledge of local sociocultural communities and languages. The linguistic and cultural distance between learners and teachers is a serious factor in the Gulf EFL classroom. (p. 338-339).

As can be seen, that one of the gaps that Syed (2003) meant was revealed in this study, which is students' misbehaviours in the class as a kind of reaction to misunderstanding and cultural difference. Hence, another gap which occurs is the difficulty of identifying the learners' level of proficiency as a result of a misunderstanding between native speaking teachers and Arab students.

The fifth hindering factor was the first language interference in which it was in favour of native English speaker with 4.09. This result clearly corresponded to Malcolm's study (2009) in which he reported that the students used translation strategies from English to Arabic with low English proficiency. The new students used translation strategies more than the senior students did. This can be referred to

the low language proficiency and the lack of vocabulary which proved the lack of language proficiency as one of the hindering factors in implementing reading strategies to serve improving reading skills.

On the contrary, In Seng and Hashim study (2006) the first language interference appeared that has its contributions in facilitating understanding of L2 reading texts. Moreover, it reduces the affective barriers and provides a sense of confidence for learners when dealing with L2 reading texts. This study comes with the cultural difference aspect mentioned before in which native speaking teachers forget that they live in another context in which the first language is dominantly used by Arab students.

5.3 Conclusion

Reading skill is considered as an important input-based skill in which it serves in building up other skills. The purpose of the study was to investigate the perceptions of English teachers' using reading strategies in developing reading skills. Moreover, it aimed at the identification of the hindering factors that limit the effectiveness of reading strategies implementation. Accordingly, a questionnaire was utilized to collect data form English teachers including native and non-native ones. Based on the findings, the English teachers in the UAE viewed their practices regarding the strategies they use to teach a high reading skill, however, the students' reading proficiency is still low. This may be an indication that if the teachers use these reading strategies effectively, the students reading proficiency will be better. Both native and non-native (Arab) teachers agree in most of the strategies and the limitation factors. The analysis of the survey data revealed that there were six marginal differences in the reading strategies nominated by the respondents as the

following **1**) teaching new vocabulary before reading, **2**) set a purpose for the reading, **3**) ask students to read silently and respond to questions, **4**) encourage students to use dictionaries, **5**) rephrase difficult sentences or concepts found in the reading text, and **6**) ask students to write a reflection about the reading text. Whereas, Arab bilingual teachers of English where favoured two strategies **1**) set a purpose for the reading, and **2**) ask students to read silently and respond to questions, these strategies are mainly a top-down strategy. On the other hand, The main factors that limit the implementation of reading strategies from a teachers point of view were **1**) Lack of reading habit, **2**) Students' language proficiency, **3**) Large number students in the class, and **4**) Students' misbehavior. Yet there were statistically significant differences in five hindering factors in this study. A significant difference in large-sized class was in favour of Arab bilingual teachers, however, lack of the habit of reading, language proficiency, student misbehavior and L1 interference were in favour of Native English speaker teachers.

5.4 Limitations and Further Research Recommendation

This current study is limited to the year 2015-2016 and a limited geographical area. Further research studies are needed to replicate this study or initiate other studies to include all schools of Abu Dhabi Emirate, the UAE and other countries. Thus, future research studies will be more profound and succinct. Also, more research studies are needed for private schools. This study and others can be replicated or initiated after two to three years.

5.5 Recommendations

In the light of the previous findings in identifying teachers' perceptions towards reading strategies, the researcher recommends that 1) stakeholders should pay attention to the size of the classrooms in which it should be not exceeded 25. 2) Teachers need professional development programs in using different reading strategies that are student cantered and enhance students reading skills specialized for EFL students. 3) Reading programs should be at students' level, interested and initiated to enhance the students' reading abilities. 4) English classes should be levelled to student language proficiency not thematic or based on grade level in order to build on the language input and syntax. 5) The book designers should consider a teacher guide with suggested reading strategies. 6) The schools need to respond more effectively to the UAE Reading initiatives to develop the habit of reading at all the levels in both languages.

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Appendices

Appendix A: Questionnaire

Teachers' Perception Regarding The Use Of Strategies To Develop ESL Reading Literacy In Cycle 2 Schools.

Dear Teachers

This questionnaire is intended to investigate Cycle 2 English teachers' perception regarding reading strategies in teaching reading. This questionnaire will not take more than 10 minutes. Anonymity and confidentiality will be strictly maintained while analyzing and reporting the data.

Your cooperation to do this questionnaire is highly appreciated.

Yours sincerely, Muna Bin Othman

Please select the applicable answer:

Gender	Male □	Female □		
First language	Arabic□	English □	Other □........................ .	
Qualifications	Bachelor□	Master□	Diploma □	Other□................ . . ... .
Years of experience	0-5□	6-10□	More than 10 □	

Please tick (√) only one cell:

NO.	I use the following strategies:	Always	Usually	Sometimes	Rarely	Never
1.	Teach new vocabulary before reading.	5	4	3	2	1
2	Set a purpose for the reading	5	4	3	2	1
3	Ask students to look at the pictures to guess the reading topic.	5	4	3	2	1
4	Encourage students brainstorm ideas from the title.	5	4	3	2	1
5	Ask students to write some questions that might have answers in the text.	5	4	3	2	1
6	Ask the students to read the title and predict the topic	5	4	3	2	1
7	Ask students to skim the text and write down the main ideas.	5	4	3	2	1
8	Ask students to read aloud to check fluency and pronunciation.	5	4	3	2	1
9	Ask students to read silently and respond to questions.	5	4	3	2	1
10	Ask students to underline or highlight difficult words during reading.	5	4	3	2	1
11	Ask students to guess the meaning of difficult words from contexts.	5	4	3	2	1
12	Encourage students to use dictionaries during reading.	5	4	3	2	1
13	Rephrase difficult sentences or concepts found in the reading text.	5	4	3	2	1
14	Ask students to discuss their ideas in groups.	5	4	3	2	1
15	Ask students to extract main points and sub ideas from the text.	5	4	3	2	1
16	Encourage students to elaborate and discuss ideas about the text.	5	4	3	2	1
17	Ask students to mention what ideas they learnt from the text.	5	4	3	2	1
18	Ask students to give a written summary of the text.	5	4	3	2	1
19	Ask students to write a new ending to the story.	5	4	3	2	1
20	Ask students to write a reflection about the text.	5	4	3	2	1
Factors that limit implementing reading strategies						
21	Lack of supporting materials (e.g. Worksheets, dictionaries…)	5	4	3	2	1
22	Large class size.	5	4	3	2	1
23	Class time limit.	5	4	3	2	1
24	Students' misbehavior.	5	4	3	2	1
25	Students' language proficiency.	5	4	3	2	1
26	Including students with special needs.	5	4	3	2	1
27	Lack of the habit of reading.	5	4	3	2	1
28	First language interference during reading activities.	5	4	3	2	1
29	Lack of reading computer programs.	5	4	3	2	1

Appendix B: Names of Jurors of the Questionnaire

Name	Position
Dr Ali Ibrahim	Member of teaching faculty of UAE university in the Department of educational leadership
Dr Nagimeldin Al Sheikh	Member of teaching faculty of UAE university in the Department of Curriculum and instruction
Dr Mohamad Shaban	Member of teaching faculty of UAE university in the Department of Curriculum and instruction
Dr. Karima Al Mazrouie	Member of teaching faculty of UAE university in the Department of Curriculum and instruction
Dr Sara Al Alili	Member of teaching faculty of UAE university in the Department of Curriculum and instruction
Dr Adib Al Jarah	Member of teaching faculty of UAE university in the Department of Curriculum and instruction

Appendix C: Permission from the UAE University

UAEU College of Education

جامعة الإمارات العربية المتحدة
United Arab Emirates University

السادة مجلس ابوظبي التعليم

السادة مكتب العين التعليمي

تحية طيبة، وبعد...

بدايةً يطيب لنا أن نتقدم لكم بأطيب تحياتنا متمنين لكم كل التوفيق والنجاح في الارتقاء بالعملية التعليمية، هذا

وفي إطار التعاون بين مجلس أبوظبي للتعليم وكلية التربية بجامعة الإمارات العربية المتحدة، نود إفادتكم علماً بأن

الطالبة/ منى سالم عبدالله، مسجلة في برنامج الماجستير تخصص" مناهج وطرق تدريس " وتقوم بإعداد بحث

بعنوان:

Teacher's perception regarding the use of reading strategies to develop ESL reading literacy in cycle 2 schools.

من ضمن متطلبات الماجستير . لذا نرجو الكرم بالموافقة على تسهيل مهمتها البحثية.

شاكرين ومقدرين حسن تعاونكم.
هذا وتفضلوا بقبول فائق التحية والتقدير .

منسق برنامج الماجستير
د. هالة الحويرص

Hala Elhowe

نسخة إلى:-
-قسم مناهج وطرق تدريس

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Appendix D: ADEC Permission for the Researcher

Date: 29th November 2015	التاريخ: 29 نوفمبر 2015
Ref:	الرقم:
To: Public Schools Principals,	السادة/ مديري المدارس الحكومية
Subject: Letter of Permission	الموضوع: تسهيل مهمة باحثين
Dear Principals,	تحية طيبة وبعد،،،،
The Abu Dhabi Education Council would like to express its gratitude for your generous efforts & sincere cooperation in serving our dear students.	يطيبُ لمجلس أبوظبي للتعليم أن يتوجه لكم بخالص الشكر والتقدير لجهودكم الكريمة والتعاون الصادق لخدمة أبنائنا الطلبة.
You are kindly requested to allow the researcher/ **Muna Salem Abdulla Saleh** , to complete her research on:	ونود إعلامكم بموافقة مجلس أبو ظبي للتعليم على موضوع الدراسة التي سيجريها الباحث/منى سالم عبد الله صالح، بعنوان:
Teacher's perception regarding the use of reading strategies to develop ESL reading literacy in cycle 2 schools	**Teacher's perception regarding the use of reading strategies to develop ESL reading literacy in cycle 2 schools**
Please indicate your approval of this permission by facilitating her meetings with the sample groups at your respected schools.	لذا، يرجى التكرم بتسهيل مهمة الباحثة ومساعدتها على إجراء الدراسة المشار إليها.
For further information: please contact **Mr Helmy Seada** on 02/6150140	للاستفسار: يرجى الاتصال بالسيد/ حلمي سعدة على الهاتف 02/6150140
Thank you for your cooperation.	شاكرين لكم حسن تعاونكم
Sincerely yours,	وتفضلوا بقبول فائق الاحترام والتقدير،،،

محمد سالم محمد الطاهري
المدير التنفيذي لقطاع العمليات المدرسية