Introduction

What does it mean by teaching reading? What kinds of belief on reading itself and teaching

reading do I have? How would and could I teach L2 reading? These are the very first questions that I

asked myself when this class started. As a reader in both L1 and L2, I have hardly enjoyed reading.

Therefore, I have barely had any excitement or passion toward reading. In addition, I found that these

negative experiences and affects surely have influenced how I see teaching L2 reading and how I would

teach L2 reading.

Inexperienced as a teacher, however, I strongly felt the necessity to construct, reconstruct and

revise my belief on reading itself and teaching L2 reading, which would relate to my teaching L2

reading in practice. This was because I still believed the importance of literacy in education as well as

L2 learning and development. Hence, I decided to conduct an exploration project for the final paper.

This report is an exploratory report on my teaching L2 reading beliefs. However, I did not or

could not explore my beliefs all by myself, alone not only because I had no experience as a L2 reading

teacher but also because teachers' beliefs would be derived from multiple sources and constructed over

time (Richard and Lockhart, 1994). In particular, people are one of the crucial factors which influence

construction of teachers' beliefs. Hence, I attempted to explore my teaching L2 reading beliefs with

others- six experienced L2 reading teachers and nine students in various educational institutions.

My project was conducted, taking three processes: interview, observation and interview. In this

report, I firstly explain the purposes as well as approaches of this project. Next, I report teachers'

comments on interview questions. I, then, describe L2 reading classrooms that I observed. Along with

them, I summarize students' comments, which I received by interviewing them. Finally, the report is concluded with my reflection on the project and my own teaching L2 reading beliefs.

Purposes

The central purpose of this project is to develop awareness of teaching L2 reading. There are two reasons behind. One is that I have not had enough chances of being aware of teaching L2 reading. Therefore, this project would provide me with a great opportunity to develop its awareness. The other is to begin reconstructing beliefs and practices. Being aware of teaching L2 reading would provide me with alternative options and choices. I can compare and make decisions with those options and choices.

In a more personalized sense, there are two purposes. First purpose is to discover and rediscover my own beliefs on L2 reading itself and teaching L2 reading. As Richards and Lockhart (1994) explain, my knowledge or insights about teaching L2 reading are largely based on my own experiences as a language learner. Furthermore, my own experiences are attributed to foreign language teaching environments, which influence how L2 reading is taught and which approach is taken (Bamford and Day, 1998). As a language learner, in a context of Japan, two approaches to teaching L2 reading that I often encountered are grammar-translation and comprehension questions (Bamford and Day, 1998). Since my experiences of learning L2 reading have been constructed mostly in such context, I have taken those two approaches for granted. However, I have not explored fully enough what I believe about teaching L2 reading. Hence, I want to pursue my own beliefs that I have already had up to now in a deeper sense.

The second purpose is to rebuild up or modify my own teaching L2 reading beliefs with exploring

new insights, alternative options and choices. Ultimately, the goal of this project is to find out the way to be a responsible teacher. By saying a responsible teacher, I mean the teacher who knows what and why he or she is doing in teaching L2 reading. Development of awareness and exploration of my own beliefs on teaching L2 reading will be the path to reach this goal.

Importance of the other people

I explored my own beliefs on teaching L2 reading with other people – six professional teachers and nine students, taking three processes: interview, observation and follow-up interview. Exploration of my own teaching L2 reading beliefs could not be done all by myself, alone, without others. Edge (1992) mentions,

> I want to investigate … my own teaching. I can't do that without understanding it, and I can't understand it on my own … [I] need other people: colleagues and students. By cooperating with others, we can come to understand our own experience and opinions. We can also enrich them with the understandings and experiences of others. (p. 4)

In other words, "Exploration cannot be done in a vacuum" (Gebhard & Oprandy, 1999, p. 5).

There are, I think, two reasons why we cannot ignore the others when we seek our own teaching beliefs. One is that they provide sources of new ideas or insights that we have not had before. In addition, we gain alternative options from others. New ideas, insights or alternative options from others influence us to reconstruct our own beliefs. The other is that we can see things through others' filters. Others function as a mirror, which enables us to see ourselves objectively from different perspectives. These different perspectives provide choices (Gebhard & Oprandy, 1999). As a result, we can reflect ourselves and compare things among various choices. Hence, the role of the other people was crucial to my

project.

Approaches

In order to complete the project, three steps were taken.

Teacher Interview

First stage was interviewing with L2 reading teachers. The purposes of interviews with teachers were for me to access and understand their insights and perspectives on what they believe about teaching L2 reading as well as L2 reading itself. Through interviewing them, I wanted to understand the meaning of their experience, their idea, and their feelings about teaching L2 reading (Hatch, 2002).

Interviews were conducted on a basis of several target interview questions. Hatton (2005) mentions "doing an interview is like taking a trip with a road map" (p. 5). Interview questions functioned as a road map, which provided specific focuses in order to pursue purposes of the project. Questions that I prepared for the teacher interview are shown below.

- What are the objectives for the entire course and for the specific class that I would observe?
- What are the goals by an institution and by a teacher?
- What does a teacher want his or her students to learn from a course and how does he or she want them to become after completing the course?
- What kinds of belief or value does a teacher have about L2 reading itself as a reader?
- What kinds of belief or value does a teacher have about teaching L2 reading as a teacher? In other words, what does a teacher think important in teaching L2 reading?
- What does a teacher think about skills and strategies in L2 reading course?
- What does a structure of the class look like such as a lesson plan or activities?
- Are there any concerns or difficulties on teaching L2 reading? If so, how does he or she deal with them?
- Are there any constrains due to an institution in terms of teaching L2 reading?

Interviews were "semistructured" (Hatch, 2002, p. 94). This is because basically I was in charge of

leading the interview, going over guiding interview questions. However, whenever there was something

important or interesting arose during interviewing, "they are open to following the leads of informants

and probing into areas" (Hatch, 2002, p. 94).

Interviewing with six L2 reading teachers was carried out throughout this semester. Two HELP

teachers, three ELI teachers and one NICE teacher were my interviewees (see Chart 1). Interviews were

conducted from one day to a week prior to the class that I intended to observe.

Chart 1

HELP	Teacher A (Level 300)	Teacher B (Level 300)	
ELI	Teacher C (72 &82)	Teacher D (82)	Teacher E (82)
NICE	Teacher F (business)		

Observation

Second stage was observing L2 reading classrooms. After I interviewed a teacher, I went to

observe his or her classes. The purpose of conjunction between interview and observation was that I

could find the direct link between what a teacher provided in interview and actions observed from

classroom observations. Interview provided "avenues into events and experiences" that would be

observed (Hatch, 2002, p. 91). Observation provided a way to understand the classroom setting which

might be "less likely to come to the surface using interviewing" (Hatch, 2002, p. 72). Two approaches

allowed me to connect L2 reading teachers' idea in their conceptual level with practice in a concrete

given situation. In sum, both interview and observation worked as complements in this project.

Additionally, another purpose of observation was to learn to teach L2 reading. As an

inexperienced teacher, observing experienced teachers' classrooms provided me with the models of teaching L2 reading. "The experienced teacher is seen as an expert who acts as a model for the inexperienced teacher" (Gebhard, 1999, p. 37). Observation let me learn various ways of teaching L2 reading.

Classroom observation can be characterized as "nonjudgmental description of classroom events" (Gebhard, 1999, p. 35). Gebhard (1999) defines "nonjudgment" as "withholding an opinion or postponing a conclusion" (p. 35) and "description" as "a verbal or written account of classroom interaction" (p. 35). As Day (1990) discusses the general goal of a qualitative approach to observing classrooms, I attempted to seek "rich, descriptive data about what happens in the second language classroom" in my observation (p. 44).

While observing L2 reading classrooms, I focused on five things: the teacher, the students, interaction between them, class structure and activities. More specifically, the points that I paid attention to are shown below.

- What is happening in the class? – description of the class
- Teacher's movements, responses, or roles in class
- Students' movements, responses, or reactions
- The role of L2 reading in class
- What kinds of activities are implemented?

In order to capture the flow of the class in general, I did classroom observations at least two times in a row per each teacher. However, this was not consistent. For instance, I only interviewed some teachers but did not observe their classes vice versa. This was because the course was on-line one or L2 reading was not a main focus of the course.

Follow-up Interview

The last stage was follow-up interview with L2 reading teachers. In conducting this follow-up interview, I did not prepare specific questions. Rather, I asked questions that had come up with while I was observing the given classes. Therefore, this follow-up interview was very informal and short.

Student Interview

Along with these three stages, I conducted short interviews with some students from classes that I observed. The purpose of interviewing students was to capture their needs as well as their reactions to their L2 reading classes. It provided me with their insights, approaches and attitudes towards L2 reading.

This interview was also "semistructured". I prepared four questions in order to capture their needs, attitudes and reactions towards L2 reading and their classes. Interview questions are described below.

- What is your opinion about reading in English?
- How do you cope with reading in English? What do you do in order to improve your reading ability?
- What do you think about in-class activities (such as reading circle or discussion)?
- What do you think about skills and strategies in L2 reading?

I interviewed nine students from three institutions (see Chart 2). All students whom I interviewed are Japanese. Therefore, I used Japanese as a medium for interviewing. Interviewing was conducted after I finished observing their classes.

Chart 2

HELP		Student A (teacher A's class)			
ELI	72	Student B (teacher C's class)	Student C (teacher C's class)	Student D (teacher C's class)	Student E (teacher C's class)
	72	Student F (teacher C's class)	Student G (Teacher C's class)		
	82	Student H	Student I	Student J	

(teacher C's class)	(teacher C's class)	(teacher D's class)	

Interview and Observation Report

I report the results of interviews and observations in this section. The organization of this section is the corpus of comments on interview questions by each individual teacher along with descriptive observation report. Students' comments are reported, following the description of interviews and observations.

Although interviewees answered each question individually, for sake of organization of the report, I categorize nine interview questions into four categories: 1) objectives, goals and expectations, 2) beliefs and philosophy, 3) lesson structure, and 4) concerns and constraints.

Teacher A

The class that teacher A was teaching is a reading class, which is under the category of HELP language and literature curriculum. The students' language proficiency level was determined as intermediate. The material for the course was the book called "Five people you meet in heaven". The class met twice a week, which was four hours a week.

Interview
1) Objectives, Goals and Expectations

HELP values content-based curriculum. Therefore, the main objective for this class at the institutional level is to promote students' language learning and development by their being engaged in reading the textbook. The literature textbook provides a meaningful context, motivating and fun environment to students for language focused work. Specifically, students are expected to develop overall language ability through attention to vocabulary, grammar and other language features. In

addition, development of productive language use through writing and discussing topics and themes related to course readings is expected.

Objectives and goals by teacher A were consistent with those by the institution. In the interview, he stated three objectives and expectations. First objective was to encourage students to develop integrated language skills (speaking, listening, reading, and writing skills as well as grammar and vocabulary knowledge) through learning in his class. Second objective was to improve students' reading ability and develop their confidence in L2 reading by getting through the textbook. Lastly, he expected his students to become independent learners. By saying "independent learners", he expected them to be aware of the difficulties in their learning and solve those problems on their own.

2)   Beliefs as a L2 reader and L2 reading teacher

As a L2 reader himself, he emphasized the importance of exposure to the letters and reading itself. "If you don't do it, it will never become better". In terms of materials, he thought that the materials should be at readers' language level or above if we expected to gain linguistic knowledge from reading. In particular, he explained his experiences in learning second language. If he did not know the words from the reading, he would prefer to look up the words in the dictionary, which would increase vocabularies and lead to language learning. In this sense, the reading materials should be higher than readers' language level although i-1 materials would provide readers with pleasure to read.

As a L2 reading teacher, what he believed the most important was that students understand the material. Vocabularies and grammars were essential tools which lead them to understand the material. However, he thought that students would not need to understand every vocabulary in the book. Rather,

he emphasized that it would be much more important for students to get through the book, feel their

understanding and sense of accomplishment. He said that the feeling "I read the book in English" would

mean a lot to his students.

He also explained a shift of his ideas about the role of reading in class. In general, his students

spent the class time in discussion and reading was an activity for outside of class as homework. However,

he started to value the role of reading in class. Getting idea from SLS 620 and his own life as a father, he

began attempting to read aloud to students. He said that it seemed bring benefits to students for him to

read aloud in class because he could make the reading more contextualized to students by putting

emotions to the text. In addition, he began attempting to let students read aloud or do silent reading in

class as well.

3) Lesson Structure

Three activities that he explained were small group discussions, grammar journal and reading

aloud. These activities reflected the objectives, goals, expectations and his beliefs on L2 reading. The

first activity was small group discussion. Prior to the given class that I went observe, students were

supposed to make two questions about the story that they had read and about the parts they could not

understand. In class, students discussed accumulated questions in a small group. As the benefits of this

activity, students could confirm their understanding of the text, making use of various language skills.

Teacher could also make sure students' understanding of the material by analyzing students' discussion

questions and observing their discussion.

Grammar journal was the second activity, which enabled students to be independent learners.

Students picked the grammar points that they did not understand from the text and found out the answers

to the points on their own. This process would encourage them to be autonomous learners.

Last activity was the reading aloud. When teacher A was reading aloud to students, they listened

to him, following the text.

4) Concerns and Constraints

He expressed four difficulties about teaching L2 reading. One was about teaching vocabularies.

He provided students with the lists of vocabularies and assigned them to make sentences, using

vocabularies, which would help their comprehension and learning new vocabularies. However, he

wondered how he could reinforce them after that. The second difficulty was about students'

comprehension. There was not a clear way that the teacher could see whether students actually

comprehended the material or not. Third point was the time constraint. He expressed the difficulty to get

through the entire book within eight-week program. Last difficulty was the range of students' language

ability. He was wondering how he could deal with such a wide range of students' linguistic differences,

particularly, in terms of reading ability.

Observation (Dates: February 22 & 27, 2006)

The lesson on February 22 consisted of three activities: grammar journal sharing, small group

discussion and teacher's reading aloud as the chart below shows.

Time	Activities
8:30 (15min)	Announcement and Introduction
8:45 (45min)	Grammar journal sharing
9:30 (10min)	Break
9:45 (15min)	Grammar Journal sharing
10:00 (15min)	Small group discussion
10:15 (15min)	Teacher's reading aloud + explanation

As homework for the previous weekend, students had to pick the grammar points that they had not

understand from the textbook, search the answers to those points and e-mail their answers to the teacher.

In the beginning of the lesson, teacher handed their searched answers with comments back to students.

Students formed a small group with three other students and shared their grammar journal in a group. In

this activity, students explained grammar points to the other group members. The other members had to

take notes while they were listening to others' grammar points. After sharing points, they formed new

groups and shared the points with the new members including the grammar points presented by the

former members. Since there were 14 students, it took about an hour to complete sharing all the

grammar points that each student brought. In fact, the group was changed three times.

After grammar journal sharing activity, students worked on the group discussion. In this activity,

they discussed comprehension questions and discussion questions that had been prepared by the teacher.

The teacher assigned different questions to each group.

During these two activities, the teacher was monitoring each group. Basically, he was listening to

what students were saying. When students asked questions, he gave comments or suggestions.

The last activity on this day was teacher's reading aloud. He read the text aloud, explaining certain

vocabularies, grammars and contents. As he explained the content of the story, he also reviewed the

parts that the class had already covered if they contained crucial information in order to understand the

meaning of the story. Students were following the text, as the teacher read aloud.

The class ended with homework announcements. As the assignment for the following class,

students had to continue to read the chapter. Teacher gave a short introduction to the following chapter

such as the main characters and story episodes. In addition, students were expected to think about and

prepare the answers to comprehension questions.

The lesson on February 27 also consisted of three activities: vocabulary quiz, grammar lesson and

discussions. The lesson plan is summarized as below.

Time	Activities
8:30 (20min)	Announcements, stories by the teacher
8:50 (30min)	Vocabulary quiz
9:20 (10min)	1 Grammar lesson from students' sentences (HW)
9:30 (10min)	Break
9:40 (10min)	2 Grammar Lesson on gerund and infinitive
9:50 (40min)	Whole class discussion on comprehension questions

Vocabulary quiz was based on vocabulary lists that the teacher prepared based on the book. Each

student picked six vocabularies from the lists, wrote down definitions and made new sentences, using

those vocabularies. While students were working on the quiz, the teacher was sitting in front, reading the

textbook and preparing for the grammar lesson.

The next activity was a grammar lesson. The teacher picked several incorrect sentences from

students' writing and wrote them down on the board. Then, he gave a mini-lesson why those sentences

were wrong and how they could be changed. In the second grammar lesson, he explained the grammar

point on gerund and infinitive. The grammar points that the teacher explained in these activities were

extracted from students' writing about the content of the book.

The final activity was a whole class discussion. As homework from the previous class, students

were supposed to prepare the answers to comprehension questions. Therefore, the teacher went through

the questions, assigning each question to each student. When the student could not find answers and remained silent, he gave a support by giving additional information, explaining vocabularies and contexts, and using hand movements and gestures. In this activity, the teacher sometimes read aloud the texts in order to help students remember and understand the content.

Follow-Up Interview

I asked two questions after observing his classes. One was about grammar journal. He explained the purpose of doing and sharing grammar journal. That is, students would become autonomous and responsible learners by figuring out their own problems, researching answers and explaining them to the others. The other was about whole class discussion. When I observed the second lesson, it seemed that not many students participated in the discussion actively, which I wondered why. Teacher A said that it was because students had not prepared answers to comprehension questions.

Students Interview (Student A)

1) Opinion about reading in English

Student A from teacher A's class expressed his concerns and difficulties about reading in English. He thought reading in English was especially challenging to him due to lack of vocabularies. He wanted to understand the meaning of the text in depth so that he could not help checking the meaning of the words in dictionary whenever he encountered unknown words. Therefore, he said that he tended to lose the meaning of the text as a whole. Furthermore, it took huge amount of time for him to complete reading.

2) Approach to reading in English

He tried to find something interesting. Interesting topic motivated him to read more.

3) Reaction to activities

Comprehension questions that the teacher A prepared and were covered in class were helpful for

him to understand the text. He could confirm his comprehension through the discussion. In addition, he

showed positive reaction to teacher's reading aloud to the class. He could follow the text as he listened

to teacher A.

4) Opinion about skills and strategies in L2 reading

He said that skills and strategies in L2 reading which he learnt from teacher A's class were helpful.

For instance, the knowledge about prediction skill allowed him to be able to judge the context when he

would need to read carefully and when he did not.

Teacher B

The class that teacher B teaches is a reading class (in progress), which is also under the category

of HELP language and literature curriculum. The students' language proficiency level was determined as

intermediate. The material for the course is the book called "Tuck Everlasting".

Interview

1) Objectives, Goals and Expectations

This course is also based on the same institutional objectives as those of the teacher A's course.

The main goals are to improve understanding what students read, to discuss and to write about what they

read. Therefore, the development of integrated skills is the central objective.

Teacher B set more specific reading-related goals for her class in order to achieve bigger-frame

objectives. One was to be aware of a genre of reading, which was, in this case, the genre of "fantasy".

The other was to develop student's interpretive ability by answering comprehension questions, learning

vocabularies, questioning, stating own opinions, and reflecting the material.

She expects her students to achieve three things: to be confident readers, to get into the story positively and comfortably and to be more skilled readers. By saying "confident readers", she means that students go through the book and become confident about L2 reading and what they have read. By the second point, she expects her students to enjoy the story. Lastly, "more skilled readers" means that students would become aware of skills and use them properly.

2) Beliefs as a L2 reader and L2 reading teacher

She expressed frustrations that she had experienced as a L2 reader. "You don't know every word, you don't catch things, reading speed is slow and it makes you tedious". She thinks reading is an advanced-language activity than casual speech. Reading provides different kinds of language inputs that people would not gain from their everyday speech. She said "through reading, we can know language and understand how language is used". In addition, she mentioned that reading would help writing.

What teacher B thinks important was that the class should be interesting. Material should be a crucial factor which would make the class interesting. She emphasized the importance of interesting and less obstacle materials. In her class, she tries to connect issues in the book to students' own lives, which would make materials interesting and contextualized to them. Challenging materials might discourage students to read in English. Therefore, it is necessary for a teacher to identify their obstacles and help them work through.

In addition to materials, she thinks teacher's support would be important. For instance, teacher should motivate students to be engaged in and get into the reading. Again, teacher's identifying students' obstacles and difficulties would be necessary to motivate students.

In terms of teaching strategies and skills in reading, she thinks that it would be useful to students. Although successful learners may have already developed, explicit teaching and practice of using skills and strategies in the reading class would reinforce them and help students comprehend the texts. In particular, she emphasized three skills and strategies, which are important to be a good and smart reader. One is guessing vocabularies from the context. Second one is guessing the story and context from the comprehension and discussion questions. The last one is writing a summary in own words.

3) Lesson Structure

There are five activities that structure the course. First activity is group discussion about comprehension questions as well as discussion questions. Not only teacher B but also students create own discussion questions. This is the useful way to monitor students' understanding of the text. Students stay in the same small group for a few weeks in order to get used to talking in a group.

Second activity is chapter summary. Every week, one student is in charge of writing a short summary for the chapter that the class will cover in the following week. This activity makes students be responsible learners and allows them to preview what will happen.

Third activity is vocabulary quiz. This activity will help students understand characters and stories. Three vocabulary quizzes will be conducted throughout the term. Vocabularies are chosen from the text.

Fourth activity is movie watching. Students watch the movie about the story of the textbook. This activity also encourages student to check their understanding of the story.

The last activity is writing about the book. One example of this writing activity is a character analysis paper, which is a detailed description of a main character in the book. Students take various

writing processes in completing this activity such as drafting, peer-feedback, and revising. This activity

is also aimed to help students understand the reading material.

4) Concerns and Constraints

The difficulties that she is facing are two things. One is about discussion on comprehension

questions. Students tend to discuss just answers and not to discuss the issues more in-depth. She is

wondering how she could make students get engaged in discussion and make discussion more active.

The other is about the material. The textbook itself is challenging to students. She wonders how she

could help students understand the story and motivate them to get through the book.

Observation (Dates: April 24 & 26, 2006)

The class on April 24 consisted of six activities as the lesson plan chart below shows.

Time	Activities
8:30 (10min)	Announcements
8:40 (25min)	Small group discussion
9:05 (15min)	Whole class discussion
9:20 (10min)	Picture draw activity
9:30 (10min)	Break
9:40 (5min)	Preview for the next chapter- student summary
9:45 (15min)	Review the vocabulary cards
10:00 (30min)	Game

First activity was small group discussion. Before students actually started discussion, teacher B

threw the question to the class. She asked "what's the purpose of having a discussion?". This was the

introduction of explaining rationales to have a discussion. She explained that she would expect her

students to have more in-depth conversation in addition to comprehension of the text. In order to achieve

this purpose, what teacher B asked students to do while they were discussing the questions were to find

difficult questions and one interesting thing about their conversation. Students formed a group of three

and discussed comprehension questions.

The second activity was whole class discussion. Each group reported questions that group members thought difficult and one interesting thing to the whole class. One group personalized discussion questions into their own contexts and reported the related issues in Korea and Taiwan. The other group raised questions about the organization of the book.

The next activity was the picture drawing. First, the teacher B read out the given text with explaining the contexts as well as difficult vocabularies. Students, then, drew a picture of one character which appeared in the scene about which she read.

After the break, teacher B gave a rationale for the preview-summary activity. She explained that the activity would help students capture a clear picture of the story and organize their comprehension. Then, one student read out her preview summary for the following chapter.

The class spent about 15 minutes to review the vocabulary cards. In the previous week, students made vocabulary cards. They picked some vocabularies from the vocabulary lists, put down information about parts of speech, definition and created one sentence. In this activity, teacher B passed some cards to each group, and students questioned each other. For this activity, the goal was to remind memory and how vocabulary was used.

The final activity on this day was a game. The teacher prepared various questions about the content of the book. Questions were ranked from easiest (200 points) to the most difficult (1000 points). Students picked the question, tried to think of an answer, and checked the answer in a group. If everybody in the group agreed with the given answer, the student could get a score. The class spent

about half an hour on this game.

The structure of the lesson on April 26 is shown in a chart below.

Time	Activities
8:30 (5min)	Announcements
8:35 (10min)	Vocabulary Review
8:45 (20min)	Vocabulary quiz
9:05 (25min)	Reading discussion groups¥
9:30 (10min)	Break
9:40 (50min)	Planning for character analysis project

There were three main activities on this day. First activity was vocabulary review and quiz. Students reviewed vocabularies on their own, using vocabulary cards, which were the same one that they used in the previous class. Then, they took vocabulary quiz.

The second activity was small group discussion. While students were discussing comprehension questions based on the reading guide, they had to think of difficult questions and find interesting comments that they could share in class. When they finished discussion, the teacher went over the questions in the whole class. In this stage, she often went back and referred to the text. She read aloud the text to students. In addition, she gave detailed description of the scene, characters or contents. Students reported questions that they thought difficult and interesting.

Third activity was planning for character analysis project. This was an introductory activity to character analysis project that they had to complete for the course. Students learnt three things: purpose, features, and model. First of all, teacher B explained the purpose of the project and what it was about. Then, students analyzed the structure of a model paper written by a teacher to figure out characteristics of a good paper. Student worked individually for this analysis. The class ended with the teacher's

summary about good structure for a good paper.

Follow-Up interview

I was curious about her instructions when students were working on reading discussion groups. The reason she gave specific instructions was to encourage students to be engaged in discussion more in-depth. Specific instructions would make the discussion questions personalized and contextualized, which would help students discuss further.

She expressed positive reaction toward reading aloud in class. She said she had never tried it before, but hoped to do it more often for the rest of the term.

Teacher C

Teacher C was teaching ELI 72 and 82 reading classes. Each class met twice a week for 75 minutes. Students in both 72 and 82 were from various countries, majoring in diverse disciplines. Both classes used required textbooks from ELI.

1)   Objectives, Goals and Expectations

The central objective for the ELI classes at the institutional level is to help international students survive in the academic setting at UH. Based on this core objective, ELI reading classes aim to train students to deal with academic readings for each student's domain without any problems.

Therefore, one of the key features of ELI reading classes as well as other ELI classes is teaching skills and strategies. Goals for his 72 and 82 classes that I intended to observe in the following week were to learn and practice reading skills and strategies. For 72, the class would deal with skimming and scanning and for 82, four skills: highlighting, annotation, note-taking and summarizing would be

covered.

There were three things that teacher C expected his students to accomplish from his class. First thing was to be a strong reader, which was characterized by two aspects. One aspect was a reading speed and the other was a reading for detailed information. He expected his students to be able to read fast and get detailed information from reading. Second thing was to increase knowledge on academic vocabularies. Third thing was to be a critical reader. By saying "a critical reader", he meant a reader who could evaluate author's intention and propose his or her own opinion about the issue.

2) Beliefs as a L2 reader and L2 reading teacher

Teacher C explained three beliefs regarding L2 reading. First belief was "reading can be improved by reading a lot". He explained the importance of the amount of reading in order to become a strong reader based on his experiences as a reader both in L1 and L2. Second belief was the relationship between reading and writing. He mentioned that reading class should not just "reading" but the class should be a combination of reading and writing. In terms of literacy development, we cannot separate reading from writing vice versa. Third belief was the importance of reading for meaning. He thinks that it is important to encourage students to learn vocabularies and grammar, which would help comprehension of the text.

As a second language teacher, he appreciates learner autonomy. He emphasized that it would be crucial for learners to be autonomous and responsible especially in reading classes. Learner autonomy, he thinks, would enhance students' motivation to keep reading.

3) Lesson Structure

Two activities seemed to be prominent in his classes. One was reading circle and the other was vocabulary test.

Reading circle is an activity in which students prepare the article, read it in a small group, and discuss comprehension and discussion questions about the reading. In his classes, reading circle activity was carried out for ten times. There were four goals for this activity. They were: 1) to explore a specific topic through reading different types of articles, 2) to improve vocabulary and practice reading strategies, 3) to gain experience researching and preparing a discussion on articles, and 4) to gain experience leading small group discussions and participating in small group discussions based on in-class readings. Each week, reading circle was organized and managed by the group leaders who were responsible to select the article, develop vocabulary lists and questions for discussion. Articles could be about any topics from various resources such as newspaper, magazines, the internet, and textbooks. The activity was conducted, following seven procedures: 1) introduction of the article, 2) explanation of vocabularies, 3) explanation of comprehension questions, 4) reading the article, 5) discussion on comprehension questions, 6) discussion on discussion questions, and 7) a brief presentation on the article and reading circle discussion to the whole class.

Vocabulary test was another activity. In teacher C's class, items for the vocabulary test were selected and developed by students. Each student picked vocabularies from his or her own academic fields, checked the meaning and usage, and posted them on the web. The teacher, then, selected the vocabularies from the vocabulary lists, which students had posted, and created the test. Teacher C

explained that he started to implement the vocabulary test in this way from this semester because he found students' boredom and resistance to vocabulary log last semester. He thinks that current way of vocabulary tests would make students independent and responsible learners. In addition, the vocabulary tests would be more meaningful to students.

4) Concerns and Constraints

Teacher C expressed some concerns about teaching L2 reading in ELI. First, it is sometimes difficult to persuade some students to read. Since those students have already developed oral language skills, they do not recognize the necessity and value of reading. Some students tend to think that they do not need to read because they have high self-esteem on their language ability. Furthermore, students do not gain any credits by taking ELI courses, which would lead to students' demotivation.

Second, it might not be possible to deal with real academic stuff, but ELI reading classes tend to deal only with general reading. Since ELI students are from diverse academic backgrounds, it is difficult to meet individual students' needs. In addition, ELI teachers are not the experts of every academic subject, which makes it more difficult to deal with readings on various academic domains.

Lastly, there is an issue of level separation and skill area separation. The difference between level 72 and 82, particularly for his classes, is only the required textbooks. Those two classes are organized in the same way. Therefore, separating two levels does not make a lot of sense. In addition, it is not easy to separate various skill areas. All language skills: reading, writing, listening and speaking are related and overlapped. He expressed the difficulty to deal with just reading for his class.

Observation (March 14 & March 16, 2006)

I went to observe teacher C's classes (72 and 82) six times in total. However, in this paper, I report my classroom observation on 72 class. This is because the class organizations for 72 and 82 were similar and students that I interviewed were mostly from his 72 class.

The class on March 14 was about skimming and scanning. The chart below shows the lesson structure.

Time	Activities
1:30 (5min)	Announcements
1:35 (5min)	Review about skimming and scanning
1:40 (10min)	Speed reading exercise
1:50 (55min)	Skimming and scanning exercise

In the previous class, students learnt the reading skills, which were skimming and scanning. In the beginning of the class, the teacher reviewed the two skills and rationales orally as an introduction.

As a next activity, students practiced speed reading. They read one page article as fast as they could within five minutes. Students marked how much they had read. After five minutes passed, the teacher gave two more minutes for students to finish up the reading. Students again marked the place where they had finished reading in total. Students, then, worked on comprehension questions. The teacher assigned one question to each student and checked the answers in the whole class. The article contained eight comprehension questions.

The class on this day spent most of the time on skimming and scanning exercises. Students read four short passages, which contained some comprehension questions, as quickly as possible. The teacher set the time constraints that the students could spend in reading the passage. He gave two minutes to students in general. Then, students answered comprehension questions and checked their answers in a

whole class discussion.

The main activities for the class on March 16 were speed reading exercise and reading circle.

Time	Activity
1:30 (5min)	Announcements
1:35 (10min)	Speed reading exercise
1:45 (45min)	Reading circle activity
2:30 (15min)	Whole-class discussion

The procedure of speed reading exercise was the same as the previous class. Students spent five minutes to read one-page length passage about water sports in Hawaii. They spent one more minute to finish up reading and answered eight comprehension questions. When they were checking the answers in the whole class, teacher C encouraged them to find reasons to the answers.

The other essential activity was reading circle. Three groups were formed. Topics were garbage recycling, Mickey-mouse and fashion. Each group spent about ten to fifteen minutes to finish reading articles and 30 minutes to discuss questions. While students were reading the articles, the teacher was monitoring students. The teacher joined in small groups when they started to discuss questions. The last fifteen minutes was the short presentation about their discussion by the group leaders.

Follow-up interview

For the skimming and scanning exercises, teacher C picked the readings which were related to second language acquisition. I interviewed him about the rationales for picking contents of the articles for exercises. He explained two reasons. Discussed as one of his concerns, ELI teachers were not the experts of every academic domain so that it was hard to meet every student's needs and academic interests. However, the filed of SLA was his specialty and he was the expert of the area, so that the

articles were more meaningful to the teacher and he could explain concepts well. The other reason was

that the topic, second language acquisition, should be familiar to every student in class since they were

all second language learners.

Students Interview Student (B, C, D, E, F, & G)

1)   Opinion about reading in English

Most of the students whom I interviewed expressed negative attitudes towards reading in English.

Even students who liked reading in L1 did not show positive attitude toward L2 reading. They said that

they read because they had to read for their classes. One student said, "Reading in English is boring".

Another student mentioned her difficulty to understand the text. According to her, she would understand

the meaning in a sentence level, but it would be difficult for her to understand what was written as a

whole. The other student gave me an interesting comment. She regards reading in English as language

learning. She wants to learn English so that reading provides her with the opportunity to be used to

English and learn new vocabularies. For her, it is easier to understand the texts written in English than

those written in Japanese. She said, "Texts are more clearly organized in English". Understanding of

English written convention seems to help her understand the meaning of the texts.

2)   Approaches to reading in English

Some students try to read written texts in which they are interested. Newspaper is one good source

because it is contextualized to their everyday life.

3) Reaction to activities

I asked their opinions about two activities: speed reading exercise and reading circle. As for speed

reading exercises, students mentioned that they could concentrate on reading because the environment

forced them to read. Everybody in class should read at the same time, which encouraged them to read. In terms of effects of exercises, one student mentioned the amount of exercises was not enough to increase reading speed.

All students showed positive attitudes toward reading circle activity. However, they seemed to regard reading circle activity as discussion activity rather than reading activity. Several reasons were mentioned. One reason was that they did not care the topics that others selected. Another reason was that they did not need to read the articles carefully but they could still discuss. The other reason was that articles were difficult to understand due to too specialized contents.

4) Opinion about skills and strategies in L2 reading

One student said that she could not make use of all the strategies and skills when she read because they were too many. Another student said that she had already known all the skills and strategies that she learnt from ELI reading class. She hoped that she could practice reading skills and strategies in ELI class more. The other student expressed that those skills and strategies were helpful but she was not aware when she was using them.

Teacher D

Teacher D was also teaching ELI 82 reading class. I did not interview him, but I only observed his classes twice. I report my observation of his two classes.

Observation (March 20 & 22, 2006)

The class structure of March 20 is shown below.

Time	Activities
9:00 (5min)	Announcements
9:05 (15min)	Experiment on figuring out patterns

9:20 (15min)	Writing pattern analysis activity
9:35 (25min)	Checking answers in a group
10:00 (15min)	Whole class discussion

The main objective for this class was to learn writing patterns. The first activity, which was an experiment on figuring our patterns such as number patterns and picture patterns etc, was an introduction to the main activity. Based on this activity, the teacher concluded that making pattern was useful to recall and predict information.

Then, teacher D lectured various writing patterns. Students worked on analyzing patterns of several written texts individually, which was the second activity. After analyzing patterns on their own, they shared their answers in a small group.

To conclude the class, the teacher assigned one question to each group and let students report their answers.

The main activity for March 22 was reading circle as the chart below shows.

Time	Activities
9:00 (15min)	Announcements
9:15 (35min)	Reading circle activity
9:50 (25min)	Class report

Before the activity started, each group leader briefly reported the topic of his or her reading to the class. Students formed four small groups and started the reading circle activity. The teacher C encouraged students to find out the patterns of the articles, which students learnt in the previous class. Along with leading reading circle, each group leader had to summarize the main points from the article and group discussion on a transparency. The class ended with each group's reports on their reading circle activity.

Teacher E

Teacher E was teaching ELI 82 on-line reading course. Therefore, I only conducted interview.

Interview

1) Objectives, goals and expectations

The objectives at the institutional level were the same as the other ELI reading courses, but she emphasized two goals that she expected her students to become. One was to be an autonomous learner and the other was to be a critical reader. Since her course was the on-line one, it was especially important for students to be autonomous and train reading by themselves. By saying "critical reader", she meant that students asked questions to the information or idea written in the texts.

2) Beliefs and philosophy

She thinks the exposure to the readings is really important to improve reading. She talked about her story in her childhood. Since she spent her childhood in U.S., she had a difficulty to read in her L1 when she moved back to her home country. Therefore, she read a lot. She looks back those days, and mentioned that reading a lot really helped her improve her reading ability.

As for the materials, she thinks that interesting and challenging materials are important.

3) Lesson structure

Activities for her course were the same as the other two ELI reading classes. Reading circle was one prominent activity for her course. Students posted their answers to the comprehension questions about the content of the textbook. They had to post reading journals about their reflection on reading activity for their own classes. In addition, they had to submit vocabulary log.

4) Concerns and constraints

She mentioned two points. One concern was that it was difficult for her to know and measure

students' reading and learning due to the on-line course. Students did not need to see her, which made

difficult to assess students' reading and learning. The other was a constraint due to the institution. Since

curriculum, syllabus, or textbooks were already defined by the institution, it was difficult for her to try

new things.

Teacher F

Teacher F is currently teaching at NICE but he has taught ELI reading classes before. Although

the class he was teaching was not a reading class, interviewing him allowed me to learn his beliefs and

philosophy of teaching L2 reading.

Interview

1) Objectives, goals and expectations

The main goal of the institution is that students prepare to collage. Therefore, the classes at NICE

program deal with integrated skills. Under this institutional goal, his class aims to develop students'

integrated skills for business and put them into the real context.

2) Beliefs and philosophy

As a L2 reader, he mentioned the relationship between reading and writing, the importance of

topics and environment. Two skills: reading and writing are connected. The more you read, the more you

improve your writing. The more you write, the more you improve your reading. The reading topic

should be interesting to readers, so that interesting materials are important. In addition, readers should be

in the environment where they feel "I have to read it". In other words, the environment pushes them to

read.

Therefore, he always thinks reasons for reading. When he selects the reading materials for his

students, he considers the reason why they should read them. He tries to connect readings to the real

world, which makes reading materials more meaningful to students.

Conclusion

This project gave me a chance to explore teaching L2 reading beliefs. I learned two things from

this project. One is the importance of learning from others in exploring teaching beliefs. Interviewing

experienced L2 reading teachers and students enabled me to understand what they think and why they

think things in a certain way. It also enabled me to find the link between their belief and their action,

particularly in the classrooms. It was beneficial for me to know the purposes behind each activity in L2

reading classrooms. The other is the fact that beliefs on L2 reading itself and teaching L2 reading are

diverse. This project has revealed that each person has unique views on L2 reading, which influences

how to teach L2 reading. In addition, those beliefs and views are constructed over time, influenced by

multiple sources.

After interviewing teachers and observing classrooms, I now believe three importance things for

L2 reading and teaching L2 reading. First thing is the importance of materials. Materials should be

interesting to readers. Interesting and meaningful materials motivate people to read and uninteresting

materials demotivate people to read. Second thing is the importance of quantity of reading. Reading a lot

is necessary to become a good reader. Last thing is the role of the reading in class. Learners should be

engaged in reading in class as well as outside of class.

Although these beliefs will be reconstructed and revised as I talk with others and once I start to

teach L2 reading, this project provided me with new insights and new idea about L2 reading and

teaching L2 reading. I greatly appreciate all the L2 reading teachers and students who helped me explore

my teaching beliefs.

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