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Evaluating the Relationship between Teachers' Beliefs and Classroom Practices in Reading Instruction in Pakistani Secondary ESL Context

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ABSTRACT

The present study investigates beliefs and practices of Pakistani secondary school ESL teachers about text-based and competence-based reading instruction. In this regard, two groups of teachers from Karachi, i.e. public school teachers and private school teachers' beliefs and practices were examined and finally correspondence between their beliefs and classroom practices was investigated. The study used TORI survey questionnaire for the investigation of beliefs of the teachers and for their classroom practices an observational checklist was used. The Data for the beliefs were collected from 190 teachers and among them 50 teachers' classrooms observations were conducted for the classroom practices. The study found that both groups of teachers showed no difference in their beliefs regarding both types of reading instruction, but there was a significant difference between their classroom practices. Public school teachers preferred text-based instructional practices and private school ESL teachers showed their tendency for using competence-based reading instructional practices in their class rooms. Moreover, public school teachers showed weak or moderate correlation between their beliefs and practices, whereas private school teachers' exhibited a strong correlation between their beliefs and practices. The study recommends further training and observation for public school teachers to adopt competence-based reading instruction practices and translate their beliefs into practices.

Key Words: Beliefs, Practices, ESL Teachers, Text Based Reading Instruction and Competence Based Reading Instruction

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Introduction

Teachers' beliefs have significant importance in language classroom. These influence instruction directing what happens in the classroom and how teachers approach a particular topic or activity (Sheorey, 2006). Teachers' beliefs about their teaching also influence students' learning process and strategies (Prosser et al., 1994; Patrick 2000; Altrichter et al., 1993). Beliefs of teachers are such powerful forces in teachers' decisions and actions that they have been said to also influence learner achievement (Kaymakamoglu, 2018). Thus, increasingly teachers of reading have been encouraged to reflect on their teaching practices as well as beliefs about reading (Mante-Estacio & Tupas, 2024). Accordingly, discrepancies between beliefs and practices of teachers may result in learners receiving, what Williams and Burden (1997, p. 54) call "confused and confusing message" regarding learning.

The significance of reading in the language class cannot be neglected as; it is one of the significant skills in language learning (Noor, 2011). It involves various sub-skills, which prove beneficial for cognition as 'scanning and skimming activities can sharpen the memory' (Channa et al., 2016). Therefore, reading is being held important in the English language classroom (Bakken & Lund, 2018). According to Muhammad (2011), in the context of Pakistan, reading is the most neglected skill in English language learning. Some significant challenges which teachers face while teaching reading skills include students' insufficient vocabulary disinterest in reading and large classroom (Rasheed et al., 2011; Bhatti, 2013). While teaching English, language teachers face problems including less interest of students in learning reading skills, insufficient concentration, and low reading comprehension (Fareed et al., 2018). In order to facilitate learning Teachers must have grip over the subject (Naper et al., 2024).

The reading instruction seems 'unsuccessful in producing skillful readers of English who can read autonomously and with confidence inside or outside of the classrooms' (Muhammad, 2013; Khan & Pandian, 2011). Furthermore, teachers who teach English rarely use English in the classroom (Kamhi-Stein & Mahboob, 2005). Moreover, most primary and secondary public schools' teachers in ESL classrooms provide students negligible or no opportunity for independent reading that makes it a challenge for the reader to be skilled (Muhammad, 2013). The outcomes of such language teaching are evident at the tertiary level. It is difficult for postgraduate students to express themselves verbally or in written skills. Consequently, readers cannot comprehend the text's lengthy sentences, grammatically complex forms, and have various clauses. Secondly, poor background knowledge of readers is also a reason behind failure in understanding the text (Channa et al., 2016). Moreover, the absence of a reading culture is also an obstacle to the development of reading skills (Fareed et al., 2016).

Therefore, it is worth exploring the theoretical orientations of the teachers regarding reading instruction, as Harste and Burke (1977) stated that teachers adopt classroom teaching practices according to their beliefs in teaching and learning. Since the beliefs and practices Pakistani secondary school teachers have received little attention, this study will explore the beliefs and practices of Pakistani public and private sector secondary school teachers' beliefs and practices through a survey and classroom observations. Parts of the analysis related to Research Questions 1 and 2 were previously reported in (Naper et al., 2025). The present study extends this work by

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including Research Question 3 and presenting the full dataset with some more sample size."

Objectives of the Study

The study has the following objectives. It aims to:

Investigate if there is a significant difference in ESL Public school teachers' beliefs about reading instruction

Investigate if there is a significant difference in ESL Public school teachers' practices about reading instruction

Investigate if there is a correlation in beliefs and practices 0f ESL Public School teachers about reading instruction

Research Questions

Is there a significant difference in ESL Public school teachers' beliefs about reading instruction?

Is there a significant difference in ESL Public school teachers' practices about reading instruction?

Is there a correlation in Pakistani public school ESL teachers' beliefs and practices about reading instruction?

Significance of the Study

The beliefs and practices of Pakistani secondary school teachers regarding reading instruction are an area of research that has been underexplored, so the study will be significant in exploring this under-researched area

The findings of the study can help in identifying the areas of reading instruction which need to be improved by improving the quality of reading instruction. The findings will be significant for teacher educators to strengthen teacher training programs for English as second language teachers in Pakistan.

The findings of the study may improve the reading comprehension skills of Pakistani secondary school students through enhancing the quality of reading instruction. Finally, this study may prove to be catalyst for further research on reading instruction in Pakistan.

Literature Review

Reading incorporates various reading activities, purposes, and strategies. Such co-relation is complex, dynamic, and interrelating between the cognitive and interactive processes. Reading can draw meaning from the printed page and interpret this information appropriately (Grabe & Stroller, 2011). More precisely, reading involves decoding the written text, and processing gained information efficiently (Hellekjær, 2007). This particular definition is reinforced by many scholars (August et al., 2008; Day & Bamford, 1998; Grabe, 2002). The reading activity involves different aspects and features intertwined closely; therefore, various approaches are required to define it.

Reading Teachers' Beliefs

Belief is the acceptance of information as true by a person (Koballa & Crawley, 1985); teachers' beliefs refer to the attitudes of teachers towards education (Pajares,

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1992). Many have described beliefs of teachers as a category of his thought process, which incorporates instructors' knowledge, decision-making, planning, and practice (Clark & Peterson, 1986). According to (Sheorey, 2006) the beliefs of teachers figure out teaching instructions and the ways to drive interpretations from what happens within the classroom and how they have to react. Teacher belief plays a dominant role in teacher professional development and teaching practice. It therefore, refers to a cognitive dimension of teaching that is not observed, including what the teachers know, believe, and think (Borg, 2003). The definition has a foundation in the assumption that teachers make decisions passionately and select in the light of their beliefs, thoughts, and knowing what and how to teach (Barrot, 2014, Borg, 2003). A person, through his belief constructs, will base his actions. In this context, belief means a conception, world view, and mental model that devise teaching and learning practices (Emest, 1989; Nazari, 2014).

Reading Teachers' Practices

Several studies have discussed teaching practice features associated with effective learning in classrooms and learners' outcomes (Wang et al., 1993; Brophy & Good, 1986). Instructional practices of teachers rely on what they implement in the classroom. Alexander (1997) expressed that a good practice incorporates that when the teacher provides significant and comprehensible types of learning to the children, they might be occupied properly and gainfully, their teaching-learning relationship can be demonstrated. Lastly, better teaching remains inconsistent with the values and conceptions a teacher keeps regarding the appropriate aims and values of education.

Professional competence is regarded as a significant factor in the classroom and school practices (Campbell et al., 2004; Shulman, 1987; Baumert & Kunter, 2006). Muhammad (2013) found frequently used practices of teachers in the classroom as reading aloud the text and elaborating difficult words and main themes to the students in English, demanding students to read verbally and observing their comprehension through posing questions regularly, teaching students how to manipulate texts for synthesis, evaluation and selective use of information, and teaching all the necessary reading skills explicitly.

Impact of Beliefs on Practices

Teachers' beliefs influence their perception and judgment; thus, understanding teachers' beliefs is important for the improvement of teaching practices (Johnson, 1994). Roust Von Wright (1986) suggested that theoretical orientations are believed as a part of how people represent the world internally. In order to establish some understanding about the practices of teachers in the classroom, and in what way these are changed and improved, and the capability of the teacher to make such improvement and change, the investigation of teachers thinking and decision making should be included. It needs to be to the extent that it is the teacher's involvement in shaping the context of teaching and different ways in which the context restricts their thoughts, actions, and decisions. Differences between teachers' beliefs and classroom practices may contribute to bringing what (Williams & Burden, 1997) call the "confused and confusing message" to the learners regarding learning.

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Previous Studies

Mante-Estacio and Tupas (2024) found in their study titled "Questions as Beliefs: Investigating Teachers' Beliefs in Reading through Inquiry Questions." The paper posits that questions are constitutive of what people believe important in life or in professional practice and that questions are acts of regulation and reflective evidence. Thus, analyzing inquiry questions or what teachers ask about reading will enable identification and description of certain beliefs held by the teachers themselves. In other words, framed within an under-standing of teachers' questions as teachers' beliefs, through thematic analysis this paper presents six themes that reveal teachers' beliefs related to reading instruction.

Khan et al. (2019) conducted a research that is anchored on the fact that teachers' classroom practices are affected by their belief system. The investigation looked into the beliefs of instructors pertaining to the importance of reading systems, requirement of reading techniques and actual classroom hones among 130 secondary schools English teachers and found the relation between their beliefs regarding methodologies and their classroom practices. It is a descriptive study, data were collected through a questionnaire which consists of three components- the importance of reading strategies, need of techniques and their utilization in actual classroom by the instructors. Means and Pearson relationship were computed for discovering the connection between the variables. The information discovered that the relevance of perusing methodologies in perusing consciousness, the need of methods in showing perusing, and genuine utilization of systems in down to earth classrooms, are decidedly connected. The investigation recommends perception and working on the convictions of effective teaching of English in general and reading strategies in particular, English language teachers in secondary schools.

Bakken and Lund (2018) investigated Norwegian lower secondary school English Language teachers' notions of EFL reading from a critical discourse analysis point of view. They collected data from18 EFL teachers through semi-structured interviews and classroom observations based on convenience sampling. They used an adductive approach for data analysis. Outcomes of the study discovered that majority of teachers was related to reading to the development of language skills and comprehension ability. They revealed that reading might be the intersection between prior and present understandings and present school realities. Furthermore, they exhibited differences in the provided reading material to the students.

Karimi and Dehghani (2016) explored EFL teachers' correspondence in beliefs and practices in text-based reading instruction and competence-based reading instruction, comparing two groups, i.e., certified and uncertified teachers. Data for beliefs were collected from 80 EFL teachers who were divided into two groups mentioned above. Later classroom observations were conducted from 20 teachers to find out practices. They used Teachers Orientation about Reading Instruction (TORI) questionnaire and observational notes for collection of data. The analysis involved multiple t-tests and Pearson product-moment. Results of the study revealed similarities in theoretical orientations of both groups of teachers regarding reading instruction but differences in reading practices.

Furthermore, findings showed that uncertified teachers showed a low correlation in self-reported orientation and classroom practices, and certified teachers showed a high

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correlation in this regard. The study involved less number of correspondents as it was limited to 80 teachers for the TORI survey questionnaire and ten teachers from each group for classroom observation. Moreover, two sessions of classroom observation of each teacher were conducted, which seemed insufficient for good results. The observation was only an instrument for assessing the practices of the teachers. Finally, data was approached only quantitatively; it can be analysed qualitatively or through mixed methods.

Muhammad (2013) conducted a study to examine the beliefs and practices of EFL university teachers in Pakistan. He adopted mixed methods research for collection and analysis of data. The sample of the study included 71 EFL teachers teaching at six public universities in different cities of Pakistan. He used various instruments for the data collection as survey questionnaires, interviews, and classroom observations. The survey questionnaire consisted of 20 items about the beliefs of the teachers, and 11 items were related to their practices in the classrooms. Findings of the research study witnessed that 60 % of the teachers had the same beliefs regarding reading instruction. When it comes to the practices of the classrooms, only 30% of teachers were on the same page.

Lau (2007) explored the theoretical beliefs of EFL teachers in Hong Kong regarding reading instruction and instructional practices and later made matches between instructional practices and their beliefs. More specifically, the researcher explored the text-based and competence-based orientations. The orientations to text-based reading provide a thorough analysis of texts and their ingredients, i.e., word, rhetorical structure, and content. Competence-based orientations focused on the improvement of the reading skills in learners as students directed activities, self-learning abilities, and strategy of the processing of the text. The research work was done in the light of the new initiated language curriculum in the Chinese language context, which emphasises the competence-based approach towards reading instruction where the focus moved on from mere recitation of reading of the texts intensively to the competence building of the learners. Data was collected through various quantitative techniques, including TORI and RIAS. Findings of the research study disclosed that the majority of teachers showed less difference in theoretical orientations concerning reading instruction and preferred competence-based reading instruction in the classrooms. Moreover, the researcher who endorsed both text and competence-based beliefs to the instruction of reading frequently used strategies based on competence than the EFL teachers who endorsed to any one of them.

Methodology

The study uses quantitative approach for collection and analysis of data. Initially, a survey questionnaire “Teachers' Orientation to Reading Instruction Questionnaire (TORI)” consists of 26 items divided equally to measure two significant categories of conceptions "text-based" and "competence-based" to reading instructions, adopted from Lau (2007) was used for knowing ESL teachers' beliefs. Data were collected from 190 ESL male and female teachers working at secondary public and private schools in Karachi, Pakistan. Later, to measure the practices 50 ESL male and female teachers were selected for classroom observations, and two sessions of each teacher were observed for the quantitative data collection. In order to measure the classroom

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practices of the ESL teachers regarding reading instruction, another instrument observation checklist was used. A categorisation scheme formerly used by Karimi et al. 2014 to text-based and competence-based reading instruction was used as a checklist for teachers' classroom observations. The instrument included 14 items equally divided for text-based reading and competence-based reading practices, to measure the classroom practices of the participants. The researcher indicated the frequency of applying the instructional technique mentioned in each item by marking in the respective column against each item on a 4-point Likert scale that ranges from 1 "never" to 4 "frequently."

After the collection of data through survey questionnaires and classroom observations for beliefs and practices of ESL teachers, respectively, a further step was to analyse the data through quantitative means. In this regard, first of all, the collected data was loaded on the SPSS version 22 very carefully to avoid any mistakes. Later it was analysed through finding frequencies of the level of agreement and disagreement, descriptive statistics and running a number of t-tests and Pearson correlation in order to find out the targeted results of the study.

Before providing the survey questionnaire for the data collection on the beliefs of the teachers, all the participants were informed individually about the research study and the way it was conducted. When they manifested their consent, questionnaires were handed over to them. Some of them kept the questionnaires with them to read these carefully before filling these up. While for the class observation for the practices teachers were again approached and informed about the procedures of the research and who indicated their agreement to participate, only their classrooms were observed. Besides the teachers, their students, who were in the classes, were also informed about the research as the researcher had to sit with them in the class.

Research Design

The term research design is determined as a procedure which is an integral means for research inquiry (Zaman et al., 2025). Moreover, it involves many ways which are employed in a research work for the analysis and collection of data (Schmidt, 1999).

Data Analysis

The study investigated the beliefs and practices of public and private secondary school ESL teachers regarding reading instruction. Beliefs of the teachers were investigated through TORI questionnaire adopted from Lau, 2007, which investigates two aspects Text-based instruction and Competence-based reading instruction. For the beliefs regarding text-based reading, instruction reliability was 0.82, and competence-based reading instruction reliability was 0.76. In addition, practices were examined through observational checklist adopted from Karimi & Dehghani (2016). The reliability for the text-based practices was noted 0.77, and for competence-based practices, reliability was 0.76.

This research study posed the first question: is there any significant difference between public and private school ESL teachers' beliefs about reading instruction. To explore the results of the question first of all descriptive statistics of both public and private school teachers were found regarding text-based and competence-based reading instruction. The descriptive statistics are given below:

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Table 1.1
Descriptive statistics showing public school vs private school teachers' text-based beliefs and competence-based beliefs towards reading instruction.

	School	N	Mean	Std. Deviation
Text-based	Public	95	39.358	5.756
Competence-based	Public	95	43.400	5.043

The above table shows the descriptive statistics of the mean and standard deviation of both groups of ESL teachers' beliefs about Text-based reading instruction and Competence-based reading instruction. For the Text-based reading instruction, public school teachers' mean value was 39.358, and private school teachers' mean 39.547. Furthermore, the mean score for the competence-based reading instruction of public school teachers and private school teachers were 43.400 and 44.316, respectively. Though the mean was very close, therefore, difference or similarity cannot be assured exactly between particular groups regarding beliefs to both types of reading instruction.
Therefore for this purpose, two independent samples t-tests were run to compare the beliefs of both groups of the teachers about Text-based and Competence-based reading instruction. Table 1.2 shows the results of ESL teachers' beliefs towards Text-based reading instruction and table 1.3 their beliefs towards Competence-based reading instruction.

Table 1.2
Results of Independent samples t-test for public and private school teachers' reading beliefs (text-based).

Independent samples t-test	T	Df	Sig. (2-tailed)
Equal variances assumed	-.254	188	.800

The above table 1.2 notifies p values as .800 for text-based instruction. The p-value for this type of reading instruction is higher than alpha value 0.05, which indicates no significant difference between the public school and private school teachers. Therefore, ESL teachers have similar beliefs about text-based reading instruction.

Table 1.3
Results of Independent samples t-test for public and private school teachers' reading beliefs (competence-based).

Independent sample t-test	T	Df	Sig. (2-tailed)
Equal variances assumed	-1.302	188	.194

In the above table 1.3, the p-value is .194 for competence-based reading instruction as the p-value is higher than alpha value 0.05, which indicates that value is not significant. Through the results, it is evident that both public and private school

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teachers groups have similar beliefs or theoretical orientations regarding both types of reading instruction. Therefore, it can be concluded that both public and private school teachers' groups have the same preferences to the text-based and competence-based reading instruction.

Findings for Research Question Two

The research study posed the second research question: is there any significant difference between public and private school ESL teachers' practices about both types of reading instruction. In order to find out the classroom practices of both public and private school ESL teachers towards text-based reading instruction and competence-based reading instruction, as it is mentioned earlier, fifty classroom observations 25 from each group, i.e. public school and private school ESL teachers were observed. For this purpose, the statistics of practices for both groups the teachers were found which are presented in the following table.

Table 1.4

The descriptive statistics for public and private school teachers on actual reading instructional practice

	School	N	Mean	Std. Deviation
Text-based	Public	25	22.240	3.844
	Private	25	19.400	2.327
Competence-based	Public	25	18.400	3.123
	Private	25	22.560	3.097

Table 1.4 shows the mean of classroom practices of both public and private school ESL teachers towards text-based reading instruction and competence-based reading instruction. Teachers' practices mean for text-based reading instruction is 22.240 for the public group of teachers and 19.400 for the private group of the teachers. It indicates that public school teachers have more tendencies towards text-based reading instruction. Moreover, the means of classroom practices of both groups towards competence-based reading instruction are 18.400 for the public group and 22.560 for the private group of teachers. It suggests that private school ESL teachers use competence based practices more than public school teachers in their classes. In order to find out the difference, two more t-tests were run. Following table shows the results of the t-tests, which indicate the probable difference between the groups towards both types of reading instruction.

Table 1.5

Results of Independent samples t-test for public and private school teachers on actual reading instructional practices (text-based)

Independent samples t-test	T	Df	Sig. (2-tailed)
Equal variances assumed	3.160	48	.003

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Observation of the above table revealed that p-value is 0.003 which is less than 0.05 for the text-based reading instructional practices which shows significant difference between the public and private school groups of the teachers regarding their classroom practices to text-based reading.

Table 1.6
Results of Independent samples t-test for public and private school teachers on actual reading instructional practices (competence-based)

Independent samples t-test	T	Df	Sig. (2-tailed)
Equal variances assumed	-4.730	48	.000

Above table shows the results of the competence-based classroom practices between the two groups of the teachers. As the p-value is 0.000, which is less than 0.05; therefore, the groups of the teachers also vary significantly on the actual classroom practices to competence-based reading instruction. Therefore, the results reveal a significant difference between both groups of teachers for both types of reading instruction.

Findings for Research Question Three

The research study posed the third question: is there any significant difference between public and private school English teachers' practices about reading instruction. To this aim of the study extent of the difference or similarity between the professed beliefs and actual classroom practices of both groups of teachers to text-based reading instruction and competence-based reading, the instruction was explored. In order to know, if there is any consistency between their theoretical orientations or beliefs and their actual classroom practices or what the teachers say as their beliefs, do they practice in the classroom? In order to find this aspect, four Pearson-product moment correlation tests were set out. Through this, the extent of the differences or similarities was found out between the public and private school groups of EFL teachers. The results of the tests are indicated in the following tables.

Table 1.7
Correlation between public school teachers' beliefs to reading and their reading instructional practices (text-based)

		Actual text-based reading	
		Instructional practices	P
Pearson Correlation	Text-based beliefs	.315	.125

Above table indicates the results of the public school ESL teachers' correlation between their self-reported beliefs and actual reading practices to text-based reading instruction. It indicates r = .315 and p = .125, which reveals that there is a non-significant moderate correlation between their beliefs and the classroom practices for text-based reading instruction.

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Table 1.8
Correlation between public school teachers' beliefs to reading and their reading instructional practices (competence-based)

		Actual competence-based reading	
		Instructional practices	P
Pearson Correlation	Competence-based beliefs	.208	.320

Table 1.8 showed co-relation value, r = .208 and p = .320 that proves non-significant weak correlation for public school ESL teachers' beliefs and their instructional practices to competence-based reading instruction.

Table 1.9
Correlation between private school teachers' beliefs to reading and their reading instructional practices (text-based)

		Actual text-based reading	
		Instructional practices	P
Pearson Correlation	Text-based beliefs	.715	.000

Moreover, table 1.9 indicates the correlation between private school ESL teachers to text-based reading instruction. The co-relation of private school teachers group for their beliefs and practices to text-based reading is notified as, r = .715 and p-value is .000 which reveals significant strong co-relation between professed beliefs and classroom practices of the ESL teachers.

Table 1.10
Correlation between private school teachers' beliefs to reading and their reading instructional practices (competence-based)

		Actual competence-based reading	
		Instructional practices	P
Pearson Correlation	Competence-based beliefs	.769	.000

Finally, table 1.10 manifests the correlation between their professed beliefs and instructional practices of the private school teachers to competence-based reading instruction. The correlation value r = .769 and p = .000 was recorded that reveals the significant strong correlation of the private school ESL teachers between their self-reported beliefs and classroom practices to competence-based reading instruction.

DISCUSSION

The findings of the present study add to the literature related to the beliefs of teachers by drawing the attention of researchers to the area of research where the research is scanty on the beliefs of teachers as compared to other aspects of language for example

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grammar and vocabulary.

More specifically, the findings of the study revealed that two groups of public and private school ESL teachers manifested no difference to the text-based instruction and competence-based reading instruction. They remained at the same point on the beliefs about two types of reading instruction. This aspect of the study is similar to Lau (2007), Karimi and Dehghani (2016) who found the belief of two groups of teachers same about the reading instruction.

When it came to the actual classroom practices of public and private school ESL teachers, they showed significant difference. In other words, both groups of teachers held the same beliefs and opinions on the text-based instruction and competence-based instruction but their practices in the classrooms were significantly different. The findings of the study corroborate the earlier studies of (Basturkmen et al., 2004; Isikoglu et al., 2009; Phipps & Borg, 2009) which were conducted on the beliefs of teachers regarding reading instruction. This aspect of the study also supports at great length to the studies of (Karimi and Dehghani, 2016; Karimi, 2014). The study relates to the previous studies by confirming the notion that it is not necessary that teachers' theoretical orientations, as these are said "attributed beliefs" correspond to their classroom practices. Furthermore they seem in contrast with the studies of (Kazborska, 2011), which reveals no difference in theoretical orientations and classroom practices.

Furthermore, the results of the study revealed that private school ESL teachers indicated correspondence in the correlation between their theoretical beliefs and actual practices. A strong correlation was found between the strands of this group. Contrary to this public school, ESL teachers did not show correspondence between their beliefs and classroom practices. In the Pakistani context, it indicates that private school teachers' efforts for teaching reading are more authenticated and appropriate in the field of ELT in comparison to the public school sector.

Conclusion

Reading is one of the basic skills of language, but it is neglected in Pakistani schools. Most teachers have been found unable to provide appropriate reading instruction in the classrooms. One important reason behind it can be their beliefs regarding reading instruction. What they think, do they implement it in their classrooms or practice it? Therefore to explore their beliefs and practices has become significant for the development of the reading skill. In this study, Pakistani secondary school ESL teachers' beliefs and practices were investigated about text-based reading instruction and competence-based reading instruction. The exploratory and correlational method was adopted using a survey questionnaire from 190 teachers and classroom observation through checklist 50 teachers. Results were analysed using SPSS 22 finding frequencies and descriptive statistics and conducting multiple t-tests and Pearson correlation tests.

Findings of the study revealed that overall Pakistani teachers preferred in their beliefs Competence-based reading instruction over text-based reading instruction. Additionally, half or slightly more teachers were found using both types of practices in their classrooms occasionally rather than frequently. Moreover, beliefs of public and private school teachers were found the same, but in their practices, they were

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distant from each other. Furthermore, private school teachers' beliefs were found having a strong correlation with classroom practices. There was a weak correlation between beliefs and practices of the public school teachers.

Results of the study give strength to already explored notion in previous research that what teachers say is not necessary they practice it in their classrooms. That points to the idea their beliefs and classroom practices are not in correspondence.

Implications

The findings of the study add to the existing literature on beliefs and practices of language teachers by highlighting the preferred beliefs and practices of Pakistani ESL teachers in public and private secondary schools of Karachi.

As the findings of the study have revealed a misalignment between the beliefs and practices of government school teachers, there is a need to train the government teachers for effective reading instruction in the classroom.

Peer observation and observation from the school principals and coordinators will also help create alignment between government school teachers' beliefs and practices.

The teachers of both government and private schools could be trained to emphasize competence-based teaching methodology in the class.

Material developers also need to provide teaching materials for the competence-based methodology for reading instruction.

Teacher educators also need to train English as Second language teachers to teach reading using the competence-based methodology.

Limitations of the Study

The study has some limitations; therefore, the interpretation of results should be carefully generalised to different contexts.

The data was collected from one city of Pakistan, and the study was conducted with secondary school teachers only.

The ESL teachers of only non-elite public and private schools participated in the study.

In order to investigate Pakistani ESL teachers' classroom practices, only 50 teachers' classroom observations were conducted.

Moreover, only two sessions of classroom teaching of each teacher were observed.

Suggestions for future research

The reading instruction beliefs and practices of college and university teachers can be explored in future research.

Future research can also explore the reading instruction beliefs and practices of ESL teachers from other cities and provinces of Pakistan to get more generalisable results.

The number of classroom observations can be increased in future studies investigating ESL teachers' reading instruction beliefs.

Future research may also investigate the impact of relevant factors such as education, teacher training, experience and gender on Pakistani ESL teachers' reading instruction beliefs and practices.

A study can also be conducted to investigate the effectiveness of text-based and competence-based reading instruction.

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A qualitative research study can also be conducted to investigate the beliefs of Pakistani ESL teachers about reading instruction in detail.
Finally, a future survey with a larger sample size can produce more generalisable results.

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