

TEACHER BELIEFS ON COLLABORATIVE STRATEGIC READING IN TOEFL PREPARATION COURSE: A CASE STUDY

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Article Info	Abstract
<p>Article History Received: July 2024 Revised: August 2024 Published: October 2024</p> <p>Keywords Collaborative Strategic Reading; Teachers' beliefs; Teachers' practices; Teaching reading; TOEFL preparation courses;</p>	<p><i>Despite the mandatory inclusion of English in higher education, the limited credit hours and students' varying proficiency levels pose challenges to achieving English language teaching goals. CSR offers a structured approach to enhance reading comprehension through its four stages. While numerous studies have explored CSR's effectiveness, its application in higher education remains under-researched, particularly for TOEFL preparation. This qualitative study involved three female instructors of a TOEFL preparation course in an Islamic state university which were chosen by convenience sampling. It employs in-depth interviews to examine their beliefs in teaching using CSR for non-English major students in a TOEFL preparation course. The data were analyzed thematically by using deductive coding. The findings revealed that instructors consciously believe in the benefits of CSR for TOEFL preparation. Their beliefs are largely relevant to the theory of CSR, with collaborative learning as a core value and combined with personalized learning to create a positive learning environment that supports students' reading comprehension and readiness for TOEFL preparation. The result of this can inform instructional strategies and enhance students' reading comprehension abilities for standardized testing and other assessments, particularly in higher education contexts. Future research may continue to explore the nuances of CSR implementation within a larger scope and more diverse sample to enhance generalizability, or incorporate a mixed-method approach to provide a more holistic view of CSR among educators and students.</i></p>
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INTRODUCTION

In Indonesian higher education, English has been determined to be a compulsory subject, weighing two credits for all students, regardless of their majors. This policy is insufficient to fulfill the goal of ELT, as well as the requirements of the national standard of higher education. As stated in the Decree of the Minister of Education and Culture number 096/1967, the goals of English Language Teaching (ELT) are to develop the student's English communicative competence, which includes listening, reading, writing, and speaking. To facilitate effective English learning, the program should be conducted intensively (Mukundan, Mahvelati, & Nimehchisalem, 2012). Moreover, with only a few high school graduates with good English communication skills (Lie, 2007), higher education institutions' efforts to obtain the goal of ELT are getting more challenging.

As the agents who implement the educational policy in the classroom, instructors are influenced by their beliefs about what constitutes good teaching. Borg (2001) identifies several common features necessary to understand the concept of teachers' beliefs, including the truth element, the relationship between beliefs and behavior, conscious versus unconscious, and beliefs as value commitments. Based on these features, she defined belief as

a proposition that a person may hold consciously or unconsciously, which is evaluative in the sense that they accept it as true, infused with emotional commitment, and serves as a guide to their thought and action. In other words, teachers' beliefs are a set of psychological traits that serve as an explanation, i.e., the fundamental and necessary foundation, for their actions and thoughts about teaching. Regarding English language teaching, Richard & Lockhart (2007, p. 32-40) classify teachers' beliefs into five areas: beliefs about English, beliefs about learning, beliefs about teaching, beliefs about the program and curriculum, and beliefs about language teaching as a profession. Due to the limitations of this study, the discussion here will concentrate on the instructors' beliefs about teaching, particularly in the context of teaching reading comprehension in TOEFL preparation classes.

A large number of studies explored teachers' beliefs concerning English language skills such as reading (Farrell & Guz, 2019; Mo, 2020), writing (Yu, Xu, Jiang, & Chan, 2020; Karaca & Uysal, 2023), listening (Graham, Santos, & Francis-Brophy, 2014; Emerick, 2019), and speaking (Garcia-Ponce & Tagg, 2020). Among the four macro skills, reading is the most fundamental since it helps learners find information and expand their knowledge. Furthermore, with the growing number of publications and research journals, students need to read many articles and other material resources written in English, in which the language employed might differ significantly from that used in everyday communication, not to mention the terminology peculiar to each subject. Non-English major learners may find this challenging. Therefore, it is interesting to investigate instructors' beliefs about teaching reading to non-English major students.

Nunan (2015, p. 63) stated that reading is a receptive skill that involves active and intricate thinking processes. Despite being regarded as a receptive skill, reading is an active and constructive process since it requires a reader to exercise various processing skills in his/her mind. These "complex combination of processes", as Grabe & Yamashita (2022, p. 16-18) describe to entail reading, comprise rapid, efficient, comprehending, interactive, strategic, flexible, purposeful, evaluating, learning, and linguistic processes. It can be concluded that reading is a receptive skill that involves an actively complex combination of thinking processes to reconstruct the meaning conveyed in a text.

According to Grabe & Yamashita (2022, p. 336), several research-based teaching practices incorporate comprehension instruction with multiple strategy usages to help students become strategic readers. One of them is Collaborative Strategic Reading (CSR), which was developed by Klingner and Vaughn in 1996. Grounded on Vygotsky's sociocultural theory, which views learning as a social process, it combines reciprocal teaching and cooperative learning (Grabe & Yamashita, 2022: 324-325). A plethora of studies about CSR have confirmed that this instructional strategy is effective in improving students' reading comprehension (Vaughn et al., 2013; Boardman et al., 2015; Gani, Yusuf, & Susiani, 2016) and content area learning (Vaughn, Klingner, & Bryant, 2001). Nonetheless, studies on teachers' beliefs regarding this instructional strategy are still underexplored. Hence, this study focuses on the instructors' beliefs about teaching using CSR in a TOEFL preparation course.

In CSR, students with various reading and achievement levels collaborate in small groups to assist one another in applying four stages of reading strategies, namely: preview, click and clunk, get the gist, and wrap up.

Preview

Conducted before reading, this first stage is meant to trigger students' background knowledge and help them predict what they will read. In this stage, students brainstorm their opinions and connect their existing knowledge by reading the title of the text, pictures that illustrate the text, or other cues from the text. Previewing may stimulate students' curiosity and engage them in active reading from the beginning. One way to accomplish this stage is by asking the students some questions related to the topic of the text.

Click and clunk

As students read, they are monitoring their comprehension of the text. The term click refers to the moment when students can read and comprehend the text, whereas click denotes a student's ability to read and comprehend the text, whereas the term clunk denotes a student's inability to grasp the text's meaning. The objective of this stage is to teach students to be aware of their reading comprehension skills and to identify the issues that arise when they fail to understand the text, for instance, difficult vocabulary, phrases, sentences, or another textual context. Students might employ the following fix-up techniques when they discover clunks: (1) Reread the sentence and highlight the key ideas; (2) Reread the sentence with the clunk and any sentences that come before or after it for hints; (3) Look for a prefix or suffix in the word; (4) Break the word apart and look for smaller words.

Get the gist

The next stage while reading is to get the gist, in which students identify the most important idea in the text. The goal of this step is to help students ensure they have grasped what they have read by having them restate the most important point of the text in their own words. This strategy can enhance students' understanding and memory of what they have learned. To get the gist, prompt them to identify the most important person, place, or other items in the text they have just read.

Wrap up

After reading, students learn to wrap up by formulating questions and answers about what they have read and discussing the key concepts. The aims are to strengthen the comprehension, awareness, and memory of what has been read. Students generate questions regarding significant information and important details in the text. This stage could be done by teaching students to use the question starters: who, what, when, where, why, and how.

Many empirical studies verified that CSR increased reading comprehension and content-area learning for students with diverse learning needs in general education classes (Vaughn, Klingner, & Bryant, 2001). Nevertheless, the majority of CSR studies employed an experimental design intending to investigate the effect of using CSR to improve students' comprehension skills (Vaughn et al., 2013; Boardman et al., 2015; Gani, Yusuf, & Susiani, 2016), compare it to other instructional models for teaching reading strategies (Nosratinia & Fateh, 2017; Babapour, Ahangari, & Ahour, 2019), or integrate it with another instruction (Amjadi & Talebi, 2021). Moreover, as prior studies demonstrated, CSR is mainly conducted in classrooms that include elementary (Klingner et al., 2004) and middle school students (Boardman et al., 2015; Gani, Yusuf, & Susiani, 2016), especially those with learning disabilities (Klingner et al., 2004) and limited English proficiency (Vaughn et al., 2013).

There are few studies of CSR in higher education settings. For instance, Zoghi, Mustapha, & Maasum (2010) conducted a study to examine the feasibility and effectiveness of Modified Collaborative Strategic Reading (MCSR) in enhancing EFL students' reading comprehension. The participants are 42 university-level freshmen who entered different programs in the faculty of engineering. A reading comprehension test is developed and administered at the pretest and posttest. Additionally, the qualitative data are collected using an Opinionnaire after the completion of the MCSR implementation. The findings showed a slight improvement in the participants' comprehension abilities. Yet, they have positive attitudes towards MCSR.

Jin, Liu, & Lei (2020) conducted a study to develop a three-stage instructional method to facilitate Chinese first-year college students' understanding of research publications. This method was developed by following the CSR model for *Academic Reading: Reading to Present*, a course that aims to expose the students to the characteristics and conventions of

journal articles, cultivate their CSR capacity, and increase their oral and written ability to summarize academic articles. It comprises individual reading, group discussion, and collaborative reflection. The participants were thirty-six first-year mathematics major students who performed exceptionally well in a placement test. They were divided into six groups to work collaboratively on several summarizing assignments. The findings demonstrated how the method triggered the students' comprehension processes and cooperative use of strategies. In particular, the findings showed that students prepared themselves for collaboration in the first stage, successfully generated meaning collaboratively in the second stage, and adjusted their comprehension in the final stage.

A more recent study by Khampool & Chumworatayee (2023) adopted a mixed-method design using pre- and post-reading comprehension tests, an attitude questionnaire survey, and semi-structured interviews. This study aims to investigate how CSR instruction affects reading comprehension at two different skill levels: more and less proficient groups. The participants involved in this study were students majoring in Electrical Power Engineering in an English Reading Academic Purposes (ERAP) course. It reports that CSR could enhance the reading comprehension of both groups as well as their motivation, interest, and self-confidence in reading activities so that they become actively involved in the teaching and learning process. Additionally, they have positive perceptions of CSR instruction as it allows them to actively engage, exchange ideas, and support one another during small group discussions to optimize their comprehension of the text.

However, case studies on CSR as an instructional practice in the context of test preparation courses remain unaddressed. Despite much research on CSR, little has examined the instructors' beliefs in teaching reading for the test, particularly for non-English major students. Thus, this study fills these research gaps by addressing the instructors' beliefs in CSR as the instructional method in the context of the TOEFL preparation course for non-English major students. It examines the instructors' beliefs about CSR in the TOEFL preparation course at one of the Indonesian Islamic state universities. This study aims to provide valuable insights into instructional practices in TOEFL preparation courses, a context that has been underexplored in current literature.

RESEARCH METHOD

The data was collected through in-depth interviews with the teachers of the TOEFL preparation course. This procedure is crucial to the current study since it enables the researcher to understand the participants' stated beliefs. The interviews involved informal and semi-structured techniques. During the interview, the researcher asked some open-ended questions, recorded, and took notes. The questions are focused on the participants' belief in teaching reading for the TOEFL preparation course. An audio recorder was used to record the interviews. The recording was transcribed and investigated for the emerging themes. The emergent patterns from the first interview are then included in a second interview, which serves as the means to crosscheck and confirm the data. To ensure the validity of the data analysis, all three researchers were involved in the collection and analysis of data. Additionally, we also conducted member checking with the participants to validate the data that has been collected and analysed. Finally, we triangulated the data to ensure the validity of research findings.

Research Design

This study employed a qualitative approach grounded in a social constructivist paradigm. It seeks to comprehend how reality is socially constructed and the meanings of the experiences that people encounter (Denzin & Lincoln, 2018: 43). It attends to understanding the beliefs of complex participants' worlds. By using a case study design, this study aims to capture a comprehensive understanding of the instructors' beliefs of teaching with

Collaborative Strategic Reading within the context of the TOEFL preparation course for non-English major students in an Islamic state university. This method is chosen since the current study focuses on describing the participants' beliefs and shared experiences in the specific context of the TOEFL preparation course.

Research Participants

The data were collected from the participants, i.e. English instructors who teach students of non-English study programs in the TOEFL preparation course conducted by the Language Center of a state Islamic university. They were selected based on their convenient accessibility and proximity. I asked for the participants' permission by collecting written informed consent. Three instructors, all females, agreed to participate in this study. Their ages range from 30 to 40 years old. They have years of experience teaching English in higher education, including TOEFL preparation courses. All of them are master's degree holders in English language education. The participants' profiles are illustrated in the following table. To ensure the confidentiality of the participants, their names were replaced with numbers.

Table 1
The Participants' Profile

Participants	Age	Educational Background	Teaching Experiences	Gender
Participant 1	39 th	Magister Degree	12	Female
Participant 2	30 th	Magister Degree	5	Female
Participant 3	30 th	Magister Degree	7	Female

Research Instruments

In this study, I observed, collected, and interpreted the phenomena while paying attention to other contextual issues. The research data were collected through in-depth interviews with the instructors of the TOEFL preparation course. The interview questions were developed from the elements of teachers' beliefs proposed by Borg (2001), consisting of the truth element, the relationship between beliefs and behavior, conscious versus unconscious, and beliefs as value commitment. Then, each indicator was combined with the stages of CSR proposed by Klingner, et.al. (2012), namely preview, click and clunk, get the gist, and wrap up. The collected data was triangulated using source triangulation and data triangulation to ensure the trustworthiness of this study. Concerning the source triangulation, this study employed member checking. In data triangulation, I compared the data from the field notes with the information obtained from the audio and video recordings.

Data Analysis

The collected data was analyzed thematically using deductive coding for its ability to apply a theoretical lens to the data, enabling a structured approach to ensure the analysis is focused and relevant to the research questions. I analyzed the data using the framework suggested by Saldana (2016). Firstly, I began the analysis by immersing myself in the entire data by reading and re-reading them to understand the overall content and context. I also familiarized myself with the theory of teachers' beliefs as proposed by Borg (2001) and the stages of CSR proposed by Klingner, et.al. (2012) to guide me in coding the data. Based on the theories, I developed a list of initial codes that serve as a reference throughout the analysis process to ensure consistency. The codes include the combination of indicators of teachers' beliefs (truth element, behavior, conscious/unconscious, and value commitment) and the stages of CSR (preview, click & clunk, get the gist, and wrap up).

Next, I examined the raw data and systematically applied the predefined codes by reading through the data line by line and highlighting the words, phrases, or sentences relevant to the appropriate codes. As I applied the codes, I also checked if the codes needed to be refined, redefined, or expanded. This step was conducted in a triple round of coding and reviewing to ensure the codes were applied consistently. Then, I looked for patterns or themes within the coded data by grouping similar codes and identifying overarching themes that capture the essence of the data. Last, I analyzed the themes and patterns concerning the instructors' beliefs and CSR framework by making sense of the data and drawing conclusions based on the coded segments. I contextualized the findings within the broader literature and theoretical context to understand how the findings contribute to the teaching of reading comprehension in TOEFL preparation courses specifically and in higher education generally.

RESEARCH FINDINGS AND DISCUSSION

The analysis revealed some themes regarding the instructors' beliefs about CSR. They are related to the instructors' teaching goals, perception, consciousness, and their teaching values in each stage of CSR.

The Preview Stage as a Warm up Exercise to Comprehend the Text

The participants highlighted the importance of the preview stage in CSR for preparing students to comprehend the text. All participants believe that the goals of this stage are to predict the topic and activate students' background knowledge before deep reading. Participant 1 emphasized the use of quick skimming to identify keywords and make educated guesses about the text's topic. Participant 2 compared the preview stage to a warm-up exercise, preparing students for deeper engagement with the text. Participant 3 noted that this stage helps students understand the text at a glance, setting them up for more focused reading.

So this preview is done at the beginning before entering the text. We look at the text at a glance, read it quickly, only to glance at it to determine what the text is about. By looking at the keywords in the text, from the keywords in the text we can then determine or just guess what topic is being discussed.

(Participant 1)

Students can also have predictions, of what the topic will be in-depth, so where the flow of the text will go. Well, it's like exercise. If you're exercising, there's a warm-up, and if for example, you use a warm-up for preview reading, it's like there's a warm-up first before deep reading and answering lots of questions.

(Participant 2)

The main thing is to make it easier for students to predict and understand the reading at a glance before really focusing on reading in detail.

(Participant 3)

It can be seen that the participants highlight the preview stage as an initial step that aids in orienting students and setting the stage for more effective reading and comprehension as it allows students to gain the general topic of the text quickly (Klingner, et.al., 2012) by skimming or scanning. This stage plays a crucial role in preparing students to comprehend the text (Klingner, et.al., 2004; Zarei & Naamaei, 2014) as it allows students to make rational guesses about the topic of the text by skimming or scanning. Previous research has shown that skimming and scanning effectively improve students' reading speed rates (Fauzi, 2018) and their comprehension by getting them to brainstorm and practice making predictions about the text (Alqarni, 2015). By previewing the text, students can make informed predictions about the topic and prepare them to comprehend the text more deeply. This process helps students

become familiar with the topic and reflect on what they already know (Bremer, 2002), making it easier to integrate new information as they read (Klingner, et.al., 2012), which eventually prepare them to comprehend the text more deeply.

In addition to predicting the topic, the second participant also believes that the goal of the preview stage is to activate students' background knowledge. This knowledge serves as a cognitive scaffold where new information is attached (Ambrose et al., 2010). The following excerpt emphasizes that activating students' background knowledge and encouraging them to make predictions about the text could make them more active and engaged in learning.

Just activate the background knowledge or predictions or activeness of the students so that they engage.

(Participant 2)

At this stage, students are encouraged to recall what they already know about the topic of the text before reading it (Klingner, et.al, 2012). It significantly enhances students' comprehension (Shapiro, 2004) as it helps students make connections between new information and what they already understand. Moreover, activating students' background knowledge enhances retention and recall of information (Ambrose et al., 2010) so that they are better prepared to comprehend the text they are about to read (Smith, et.al., 2021). In this process, students connect their own experiences, knowledge, and understanding (Boardman, et.al., 2015) and combine it with the information from the text such as the language or parts of the language (Nunan, 2015, p.75) so that they are more motivated and engaged with the text (Klingner, et.al., 2012; Hattie, 2009).

Enhancing Vocabulary Development through the Click and Clunk Stage

Among the three participants, only one participant could clearly explain the click and clunk stage in CSR. She recognized it as the monitoring stage to check students' comprehension. Click happens when students understand the text comprehensively, whereas clunk occurs when students are uncertain about understanding the text smoothly.

The click is more for monitoring when the student is in reading comprehension. Then if the clunk is that they are facing something difficult, a problem, or a misunderstanding.

(Participant 2)

This statement is in line with the theory of CSR proposed by Klingner, et.al., (2012). This process involves identifying moments of understanding (clicks) and confusion (clunks), enabling students to actively seek solutions and improve their overall reading comprehension. Through their article, Klingner, et.al (2012) provided an overview of CSR, including the click and clunk strategy, and how it can be used to monitor students' comprehension during reading. By identifying clunks (difficult words or concepts) and using fix-up strategies to understand them, students can improve their comprehension and understanding of the text. As confirmed by Dong, et.al. (2020), vocabulary knowledge contributes significantly to reading comprehension.

Other two participants elaborated this stage by describing the activities they do in teaching. During this stage, students carefully examine and discuss the meaning of unfamiliar words, collaboratively addressing comprehension challenges and reinforcing vocabulary mastery. The activity in this stage involves checking vocabulary that students find challenging. Unlike Participant 2, who interprets click and clunk as the stage where students examine the vocabulary in the text and identify points of comprehension and confusion, i.e. what they do and do not understand, and discuss the meaning of both familiar and unfamiliar words, these two participants, participant 1 & 3, only focus on the clunks, or words they find

difficult to understand as they read. These unfamiliar words can hinder their ability to grasp the meaning of the text (Silva & Cain, 2015). By recognizing these challenging words, students can work on these obstacles, which ultimately helps in understanding the text (Zhang & Zhang, 2020) and, simultaneously, improve their vocabulary development (Khampool & Chumworatayee, 2023).

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Usually I ask the students to look for clunks first or difficult words, words that are difficult for them.

(Participant 1)

During reading, students are asked to look for words that they don't understand, which causes difficulties in understanding the content of the text comprehensively.

(Participant 3)

Unlike Participant 2, who interprets click and clunk as the stage where students examine the vocabulary in the text and identify points of comprehension and confusion, i.e. what they do and do not understand, and discuss the meaning of both familiar and unfamiliar words, these two participants, participant 1 & 3, only focus on the clunks, or words they find difficult to understand as they read. These unfamiliar words can hinder their ability to grasp the meaning of the text (Silva & Cain, 2015). By recognizing these challenging words, students can work on these obstacles, which ultimately helps in understanding the text (Zhang & Zhang, 2020) and, simultaneously, improve their vocabulary development (Khampool & Chumworatayee, 2023).

The Get the Gist Stage to Grasp the Central Theme

Klingner, et.al. (2012) stated that the get the gist in CSR is a stage where students' grasp the important idea of the text. They learn to get the gist by identifying: (1) the most important person, place, or thing in the text; and (2) the most important idea of the text. However, each participant in this study has different perspectives in elaborating it. The following excerpts may describe their perceptions about this stage.

Similar to one of the types of questions in reading comprehension, namely factual information questions. At this stage, students learn to capture important information in text such as who, where, and when.

(Participant 1)

It's like looking for the core of a text or a piece of a paragraph.

(Participant 3)

It can be seen from both excerpts that Participant 1 focused more on identifying the details of the text whereas Participant 3 focused more on identifying the main idea of the text. Participant 1 expressed that this stage resembles the skill of answering factual information questions in reading comprehension exercises, as students focus on identifying important elements within a text such as who is involved, where the events take place, and when they occur within the passage. The comparison suggests that this stage aims to extract details from the text. Meanwhile, participant 3 said that the goal of this stage is to identify the main idea of

the text. As students delve into the text, they discover the core message beyond the surface of the text. Despite the slight difference, these perceptions are aligned with the theory of CSR as proposed by Klingner, et.al. (2012). It would be more alike when both are combined, just as Participant 2 elaborated below.

This is the stage where students know the essence of the subject matter that we are using at that time. Personally, when we have entered the get the gist stage, it means that we already know what the essence of it is. What is the basic information? What is this text talking about? Where is this going next? And then they already know and they will also understand the various questions in the text, when we talk about the essence or main points, it means they already understand. So this text is finished, case close. That's the point of getting the gist.

(Participant 2)

The participant views the get the gist stage in CSR as a focal moment where students have acquired a deep understanding of the text. At this point, they have detected the basic information, comprehended the main points, and can anticipate the direction of the text. The participant suggests that once students have reached this level of understanding, the text can be considered to be fully comprehended, and further exploration may not be necessary. It can be said that this stage signifies the closure of exploration since students have achieved a comprehensive understanding of the material. This stage helps students find the main idea and supporting details of the text (Fan, 2010; Khamplol & Chumworatayee, 2023). The ability learned in this process is similar to the fundamental skill of extracting factual information from a text, which eventually could enhance students' overall comprehension abilities (Klingner, et.al., 2012).

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Wrapping Up: Solidifying Comprehension for Test Preparation

All participants in this study have the same perceptions about the wrap up stage in CSR. They believe that this stage aims to consolidate students' understanding of a text by reviewing it. Participant 1 stated that this stage is the "finishing phase", following the theory of CSR by Klingner, et.al. (2012). They assert that this stage involves summarizing and clarifying the

information that has been read or discussed, ensuring that any misunderstandings are addressed and that the main points are clearly understood. It's a crucial step for reinforcing comprehension and solidifying knowledge. The following excerpts highlight the participants' views on the wrap up stage.

This wrapping up stage is the finishing phase.

(Participant 1)

Talking about wrap up means it's wrapped, so when something is wrapped it's ready to be used or sent to someone, for example, right, so the wrap up itself means that students also understand where this is going, they also understand when to answer questions, for example, there are 5W+1H questions, for example, there is where they are no longer confused oh where is where, so they are no longer confused oh when is when, I mean why is that why, right, so when they already understand, it is clear, at the wrapping stage now is the time to give them this, so it will be seen in the many kinds of passages or reading comprehension that we give them, in what way, when we ask them a question, do they answer it correctly, and not only correctly when we ask what the reason behinds. Why do you answer A or B, what's the reason, oh because of this, this, this is a miss, so they can also explain the reason behind why they chose that, that's why it means they are already at the stage where they understand and deal and after that, they are ready to fight (do the real test of reading comprehension).

(Participant 2)

So wrap up as such a review or conclusion, so here students are expected to be able to draw conclusions about what points are important in a text. for TOEFL preparation, usually these points are used to answer questions such as "which statements are appropriate to the text" or inferences (what can be inferred from the passage).

(Participant 3)

Participant 2 analogized the wrap up stage in CSR to something being prepared for use or delivery. Within the concept of reading comprehension, it indicates that students have a clear understanding of the text so they are ready to answer questions about who, what, when, where, why, and how. Moreover, the participant also suggested that in this stage students should not just answer questions correctly but also be able to explain the rationale behind their answers. She also suggests that once students have reached this level of understanding, they are “ready to fight”, implying that they are ready to face challenges or apply their knowledge in various contexts. This perspective aligns with Klingner, et.al. (2012) who propose that students learn to wrap up by generating questions and reviewing important ideas from the text.

Similarly, participant 3 clarified that in this stage, students are expected to comprehend the texts, particularly in the context of test preparation. She asserted that this stage is crucial for answering certain types of questions that students might encounter in the TOEFL exam, such as identifying appropriate statements related to the text or making inferences based on the passage. As this stage helps students review the important idea of the text (Khampool & Chumworatayee, 2023), it ensures that students can draw accurate conclusions and answer questions about the text.

Conscious Beliefs to Establish a Positive Learning Environment

In the context of teachers' beliefs, the conscious versus unconscious elements refer to the beliefs that teachers are aware of and can articulate versus those that operate beneath their awareness (Borg, 2001). From the interview, it is revealed that all the participants hold conscious beliefs regarding CSR. They are aware of this instructional approach and can express their beliefs explicitly. It can be seen from their previous statements about their views

of each stage in CSR. They could elaborate the goal and activities of each stage though it is not always as exact as the theory. Additionally, the participants also realized the benefits of this stage for students and themselves.

Previewing in the form of finding keywords or brainstorming will make students more prepared with the content of the text, as an opening before going to the content of the text, as a bridge. There are also benefits for tutors. Can be more in control of the class situation as a whole. Usually at this preview stage students are active, interested in listening, and ready to receive information.

(Participant 1)

These excerpts describe several benefits of the stages in CSR stated by participants of this study. The first participant highlights her belief that by previewing the content of the text, students are better equipped to engage with the material. She said that the preview stage acts as a bridge, connecting what students already know with what they are about to learn. This bridge could improve the retention and recall of information since it serves as a cognitive scaffold upon which new information can be strongly attached (Ambrose et al., 2010), increases students' engagement and motivation (Klingner, et.al., 2012; Hattie, 2009), and eventually fosters their comprehension.

Furthermore, the participant also perceives benefits for herself. She said that by initiating this preview stage, she can maintain more control over the class dynamic, as students are typically more active and receptive during this phase (Klingner, Vaughn & Boardman, 2007; Vaughn, et.al., 2011). This suggests that the instructor values the preview stage not only for its instructional benefits but also for its ability to establish a positive learning environment where students are attentive and engaged (Rusticus, Pashootan, Mah, 2022).

Collaborative Learning as the Core Value

Across various stages of CSR, the participants in this study hold collaborative learning principles that shape their instructional practices and decision-making. It can be seen from their inclination to promote teamwork skills among students. The following excerpts reflect the participants' commitment to fostering collaborative learning environments by stimulating teamwork to facilitate comprehension.

My instructions are usually to ask questions and discuss with friends on the right and left.

(Participant 1)

Usually what I often do is students work in groups. Because sometimes in a group, A and B already know but C and D don't. So with this group, it will also help them to do teamwork. Uh, what have you found, oh this, you what, oh this, then combined into one. However, when the group fails to find a solution to the problem, then we as tutors will intervene.

(Participant 2)

In groups, each group will have an expert who will present the results of their findings.

(Participant 3)

These excerpts showed that the participants express a preference for group work. Particularly, participant 2 highlights the potential benefits of heterogeneous groups where some students may possess understanding while others do not. She believes that group work allows for diverse perspectives and various insights to emerge within the group so that students can learn from each other. When the groups encounter challenges or fail to arrive at

solutions independently, she provides guidance and necessary assistance to overcome the obstacles. This belief reflects the collaborative learning principle, a term for a range of instructional strategies involving two or more students (Barkley, Cross, & Major, 2005, p. 5), or students and teachers (Smith & MacGregor, 1992), working toward desired learning objectives, which echoes the CSR framework. As stated by Klingner, et.al. (2012), collaborative learning is an essential element of CSR.

By forming heterogeneous groups with diverse levels of understanding, instructors encourage peer teaching and learning (Smith & MacGregor, 1992), where more knowledgeable students assist their peers. This practice not only helps struggling students but also reinforces the understanding of those who explain the concepts (King, 1992). Students could explain concepts with familiar terms and relevant features to their peers since they can take the perspective of their peers rather than the instructor (Ryskin, Benjamin, Tullis, & Brown-Schmidt, 2015). So, not only students' accuracy and confidence are improved, but the deep processing involved in peer teaching could support long-term retention (Tullis & Goldstone, 2020). Additionally, the instructor's feedback after peer teaching may improve students' performance and correct misconceptions (Thurlings, Vermeulen, Bastiaens, & Stijnen, 2013), which eventually promotes deeper learning for all students.

Personalized Approach to Balance Collaborative Learning

In addition to collaborative learning, the participants in this study also underscore the significance of a personalized approach in shaping instructional practices and decision-making. As stated by Participant 1, *"Each class is unique, each student is unique"*. She believes that each student in each class has his/her distinctive characteristics, so it is important to have individual attention within the teaching and learning process to ensure that each student's understanding is addressed. While collaborative learning is central in CSR, recognizing and addressing individual needs is crucial to foster productive learning opportunities since students develop through "individual trajectories shaped by their unique traits and experiences" (Darling-Hammond, et.al., 2020). Her belief in the importance of respecting students' inclusivity was also reflected by other participants.

When there are students who don't understand, we go to them one by one. We asked, do you know what is the topic about? You will see who's answering, and I usually approach the one who doesn't answer. So what do you think? Why don't you answer it? Usually he will be open, miss, I don't understand. We will have a deep talk straight away, so which points you don't understand? We will explain later, why this topic is, it is because of this, look at this sentence, is it clear? Okay, that's clear. Usually with deep talking, then trying to understand them, approaching them, he will understand, so no one is still rambling, miss, I don't understand, so far no one.

(Participant 2)

In this excerpt, the participant expresses a commitment to ensure all students understand the text by personally engaging with those who are struggling. She values individual understanding and actively seeks out students who are not participating. Through one-on-one discussions, she encourages students to express their confusion and addresses their specific points of difficulty. This strategy of engaging individually with students who struggle to understand the text exemplifies a personalized instructional approach, which Darling-Hammond, et.al. (2020) refers to the teachers' ability to gear instruction and support to the student's needs and interests. By addressing students' specific points of difficulty, the participant ensures that comprehension barriers are identified and resolved. It also aligns with the idea that social-emotional competence, including social awareness which entails empathy and appreciation for diversity (Darling-Hammond, et.al., 2020) needs to be used and

developed continuously so teachers should make students aware of these skills and how they impact their success in cooperative learning (Amjadi and Talebi, 2021). This alignment underscores the importance of balancing collaborative activities with individualized support to foster deep and meaningful learning.

CONCLUSION

This study revealed that the instructors' beliefs about teaching reading in TOEFL preparation courses are largely relevant to the theory of CSR, with some variations in their beliefs regarding the implementation of several stages. They hold conscious beliefs about the benefits of CSR in TOEFL preparation. They recognized that the structured approach of CSR was beneficial for students' engagement and comprehension. Their strong emphasis on fostering teamwork and peer teaching mirrors the value of collaborative learning. They believe that group work enhances students' comprehension by encouraging them to learn from each other. Additionally, they also recognize the need for balancing collaborative activities with personalized attention to ensure individual comprehension. Their understanding of each stage, combined with their emphasis on collaborative and personalized learning, contributes to a positive learning environment that supports students' reading comprehension and readiness for TOEFL preparation.

While the study provides valuable insights into teachers' conscious beliefs regarding CSR in TOEFL preparation, the findings may not be generalizable to all educational contexts or populations. The findings of this study may be influenced by contextual factors specific to the educational setting, such as institutional policies, curriculum requirements, and classroom dynamics. The sample size and demographics of the participants may also limit the broader applicability of the results. Therefore, caution should be exercised when extrapolating the findings to different contexts or educational settings. Future research could aim to replicate the study with a larger and more diverse sample to enhance generalizability and gender balance.

The findings suggest that contextual factors, such as time constraints and student needs, significantly influence the implementation of instructional strategies. This adds to the theoretical understanding of how external factors shape teaching practices, indicating that effective instructional methods need to be adaptable to various classroom contexts. This theoretical implication underscores the need for further exploration into how teachers' beliefs about instructional strategies like CSR can be better integrated into their actual classroom practices.

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