

HOW MUCH DO HUNGARIAN TEACHERS WITH ENGLISH KNOWLEDGE READ IN HUNGARIAN AND IN ENGLISH?

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Teachers play a key role in their students' literacy development. Yet we know little about teachers' own literacy, e.g. their reading habits. Researchers internationally seem to be dissatisfied with how much mother tongue (L1) reading is reported by trainees and teachers, citing a narrow range of text types and the dominance of work related, or short texts on social media. To the author's knowledge, there is no information about the Hungarian situation. Also, no data are available about teachers' reading in foreign languages (L2).

Thus this paper set out to examine a Hungarian sample of teachers who also have a knowledge of English. (1) How often do they read the targeted text types in L1 and in L2? (2) What are the reading habits of those of them with an advanced level of English?

The sample consists of pre- and in-service teachers who had been teaching at one language school or trained at one university. Data were collected with an on-line questionnaire as part of a larger project on teachers' literacy. The whole sample involved in the present analyses is $N_1=284$; the sub-sample of high proficiency English speakers is $N_2=88$. About $\frac{1}{4}$ of both groups were trainees. Respondents indicated on five-point Likert scales the frequency of reading news, electronic communication (e-mail and social media), fiction and professional literature.

In all cases, the means are above the mid-point. For the whole sample, concerning L1 texts, the mean of electronic communication was significantly higher than any other text type. The mean for news was significantly higher than for fiction and professional literature. Regarding L2 texts, the mean for fiction was significantly lower than for the other three text types. As could be expected, means for L₁ texts ($3.85 \leq M \leq 4.51$) were much higher than for L₂ texts ($2.46 \leq M \leq 3.18$).

In the high English proficiency sub-sample, electronic communication means were significantly higher than those of the other text types. Reading fiction had the lowest mean in both languages; significantly lower than all others in L₂. Comparing reading frequencies in the two languages, only one difference was found: the L₁ electronic communication mean was significantly higher than L₂. There are a few differences by status (pre- or in-service). These correspond to findings in the literature and can be explained by the expectations facing these groups.

Hungarian trainees and teachers report that they read frequently; different methodologies (e.g. time use data) may reveal different patterns. As for text types, the present results conform to the literature from other cultures. Reading shorter texts (often of personal communication value) is more frequent in both L₁ and L₂. This paper contributes basic information on Hungarian teachers' literacy, which could provide a background for the examination of more sophisticated issues, e.g. reading strategies.