

TEACHER TRAINEES' READING STRATEGY USE AND READING HABITS IN L1 AND L2

T-3

Blanka Tary

*University of Szeged, Doctoral School of Education; MTA-SZTE Reading and Motivation
Research Group*

Keywords: reading strategies; reading habits; teacher trainees

Teacher trainees are the next generation of educators. It has been established that teachers' own knowledge is vital in their students' learning achievements. Thus, it is important to see how future teachers use reading strategies (RS), and how often they read – especially because Hungarian students are in need of improvement in reading, as results of international studies have demonstrated. They need teachers who are good readers themselves. Two important characteristics of a good reader are having a wide repertoire of RS and spending time with reading. For this reason, the aim of the study was to identify teacher trainees' RS use and reading habits. In order to examine this issue, the following questions were posed: 1) Which RS groups do teacher trainees use in mother tongue (L1) and foreign language (L2)? 2) What are their reading habits in L1 and L2? Data were collected by an anonymous, online questionnaire containing MARSİ-R items to inquire about L1 and L2 RS use. The MARSİ-R questionnaire groups RSs as global (general, set reading), problem-solving (navigate the reader when text becomes difficult) and support (functional, external means, e.g., dictionary). In addition to the MARSİ-R items, participants were asked how much they read professional literature, educational materials, description of academic tasks and fiction for learning purposes in L1 and L2. Responses were indicated on a four-point intensity scale. Those were asked to participate via university educators who are presently taking part in a teacher training program at a major Hungarian university (N=95). Results of the statistical analysis concerning RS use showed that, in L1 and L2 alike, global RS use was significantly lower than the other 2 strategy groups, while there was no significant difference between problem-solving and support RS. Thus, not surprisingly, when the strategy groups were compared in L1 and L2, there was no significant difference. When analyzing reading habits in L1, significant differences were found between description of academic tasks and all other options. In L2, there was no significant difference. When L1 and L2 reading habits were compared, there was a significant difference in reading description of academic tasks and in reading fiction. That was likely due to different majors. All in all, teacher trainees used RSs similarly in L1 and L2. Global RS were the least preferred group, which is problematic since these involve higher-order thinking skills. Teacher trainees' reading habits concerning reading to learn mostly involve short texts. The results suggest that there is still room for teacher trainees to develop in reading. Thus, it might be a good step forward to place more importance on this issue in teacher training programs.

This research was supported by the Research Programme for Public Education Development of the Hungarian Academy of Sciences.